



St Clement and St James
SEN Information Report
2017/18

INTRODUCTION

At St Clement and St James Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives of our SEND Provision

We aim:-

- (a) to enable every pupil to experience success.
- (b) to keep an ongoing register of all children whom we consider to have special educational needs.
- (c) to identify those children as early as possible, assess, record and regularly review their progress and needs.
- (d) to provide learning programmes geared to their needs.
- (e) to work collaboratively with parents, other professionals and support services.
- (f) to ensure that parents or carers are able to play their part in supporting their child's education.
- (g) to involve the child, so as to encourage a move from dependent to independent learning.

St Clement and St James Primary School firmly believes in developing a strong partnership with parents/carers, and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Since September 2014, all schools have been required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Royal Borough of Kensington and Chelsea LA Local Offer. Below are details of the current school offer at St Clement and St James Primary School and the Local Offer for the Royal Borough of Kensington and Chelsea.

ST CLEMENT AND ST JAMES SCHOOL OFFER

1) WHO ARE THE BEST PEOPLE TO TALK TO AT ST CLEMENT AND ST JAMES SCHOOL ABOUT MY CHILD'S SPECIAL EDUCATIONAL NEEDS, DISABILITY OR DIFFICULTIES WITH LEARNING?

Talk to your child's class teacher about your concerns.

The class teacher will liaise with St Clement and St James SENCo (special educational needs co-ordinator) Lee Johnson.

If, after a period of time, you continue to have concerns request a meeting directly with the SENCo.

2) HOW DOES THE SCHOOL KNOW IF A CHILD NEEDS EXTRA HELP AND HAS SPECIAL EDUCATIONAL NEEDS?

At St Clement and St James Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school/nursery/previous school
- Child performing below age expected levels and meeting appropriate SEND criteria
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis

3) HOW WILL ST CLEMENT AND ST JAMES LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING, SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.

The class teacher may also raise concerns at a parent/teacher consultation meeting.

The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

4) HOW WILL ST CLEMENT AND ST JAMES CONSIDER MY VIEWS, AND THOSE OF MY CHILD, WITH REGARD TO HIS/HER DIFFICULTIES WITH LEARNING, SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?

At St Clement and St James we believe it is essential for parents and carers to be involved in all areas of their child's learning, and we actively encourage a dialogue. We believe that it is crucial to gain an understanding of your child's perspective on any difficulties s/he may experience with his/her learning.

The school values the close working partnership between parents, teachers and pupils and parents' evenings are held twice a year. We also offer an open door policy. You are welcome to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and support on how you can help your child at home with their learning. We aim to keep

communication channels open between home and school. Before writing a Learning Plan (LP) we collect the pupil's and the parent's views so you are fully involved in setting targets for your child.

If your child has SEND they may have a Statement of SEN or an Education, Health and Care Plan (EHCP), which means a formal meeting will take place to discuss your child's progress and a report will be written.

5) HOW DOES ST CLEMENT AND ST JAMES ENSURE THE TEACHING STAFF ARE APPROPRIATELY TRAINED TO SUPPORT MY CHILD'S SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY?

We regularly commit to professional development for all teaching and support staff to ensure there is the appropriate expertise to support any child with special educational needs. Training for individual staff members is arranged when necessary. St Clement and St James is able to access training programmes from a variety of organisations, both national and local, including the Tri-borough training.

6) HOW WILL THE CURRICULUM AND THE ENVIRONMENT AT ST CLEMENT AND ST JAMES BE MATCHED TO MY CHILD'S NEEDS?

At St Clement and St James we believe that your child's learning needs will first be met through outstanding teaching delivered by their class teacher. We carefully plan our curriculum to match the age, attainment levels and needs of all children.

The class teacher will differentiate and adapt planning and teaching to match your child's needs and/or disability. It may be appropriate to use a variety of strategies, resources and approaches to ensure the outcomes for your child are optimum.

Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

7) WHAT TYPES OF SUPPORT MAY BE SUITABLE AND AVAILABLE FOR MY CHILD?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At St Clement and St James your child will be able to access a range of different approaches to support their learning.

All children receive quality first teaching from their class teacher and this includes adaptations to match learning needs. All work within class is pitched at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be at least three different levels of work set for the class. This can also be individually differentiated as part of a flexible approach. The benefit of this type of differentiation is that ALL children can access a lesson and learn at their level.

For some children it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to the child's learning. This takes the form of a graduated four part approach of

- a) **Assessing** your child's needs and to have clarity on exactly where they currently are in their learning
- b) **Planning** the most effective and appropriate intervention
- c) Systematically **providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes

Specific targeted one-to-one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards specific learning outcomes.

It may be necessary to seek specialist advice and regular long term support from a professional outside St Clement and St James in order to plan for the best possible learning outcomes for your child. This may include an educational psychologist, speech and language therapist, occupational therapist, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

Current Interventions at St Clement and St James School

Intervention or provision	EYFS/ Years	Frequency & Duration	Staff	Staff/ pupil ratio
Maths skills Numicon	Year 2	2 x weekly 45 minutes, term review period	TA	1:4 or 1:6
15 minutes a day – individualised reading interventions	Key Stage 1	Daily for 15 minutes, term review period	TA	1:1
Reading Booster	Key Stage 2	2/3/5 x weekly for 25 minutes, term review period	TA	1:1
Maths Booster	Key Stage 1 and Key Stage 2	x 2 weekly for 20 minutes Regular reviews	Specialist maths teacher	1:1 1:2 1:4

Lego Therapy (a collaborative Lego play intervention that develops social and communication skills)	Rec - Year 6	X 2 weekly for 40 minutes	TA	1:3
After school maths booster	Year 6	X 1 weekly for 50 minutes	Specialist Maths teacher	1:6 or 1:8
Individual Support Teacher (a reading , phonics, spelling and writing programme, tailored to children's individual needs)	Rec - Year 6	X 1 weekly for approx 30 minutes	Teacher	1:1 1:2
Speech and Language sessions	Rec - Year 6	Fortnightly for 45 minutes – followed up x 2 weekly for 20 min by TA	Speech and Language Therapist TA	1:1 1:2
Occupational Therapy	Rec - Year 6	Weekly x 20 minutes	Occupational Therapist	1:1
School Nurse Services	Rec - Year 6	Variable	Nurse	1:1
Behaviour Intervention Team	Rec - Year 6	Variable	Teacher	1:1
Early Years Intervention and Autism Team	EYFS Nursery - Year 6	Variable	Teacher TA	1:1
Early Intervention clinical psychologist (individualised support to explore and develop strategies for coping with emotional challenges)	Rec - Year 6	Variable	Clinical psychologist	1:1
Emotional Literacy Support (individually tailored programmes for group or one to one work to support emotional needs)	Rec – Year 6	x1 weekly for 45 mins – 1 hour term review period	Emotional Literacy Support Assistant (ELSA)	usually 1:1
Write Away Together	Year 2 – Year 6	x2 weekly for 30 mins, 12 week review period	writing intervention teacher / TA	1:1

8) HOW WILL ST CLEMENT AND ST JAMES SUPPORT MY CHILD TO REACH THEIR LEARNING OUTCOMES?

The class teacher, and other staff working with your child, ensure that your child receives appropriate teaching and support in order to reach these goals. The support plan, strategies and progress will be reviewed termly.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

9) HOW WILL I KNOW HOW MY CHILD IS DOING, AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

We offer an open door policy, where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. Parents are welcome to review their children's work, with them, after school. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child is on the SEND register they will have an Learning Plan, which will have individual/group targets. This is discussed on a termly basis, and parents are given a copy of the Learning Plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a Statement of SEN or an Education Health and Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

10) WHAT IS AN EHC PLAN AND WHO CAN REQUEST ONE FOR MY CHILD?

The purpose of an EHC Plan, which replaces a Statement of SEN, is to make specific educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child;
- a full description of their special educational needs and any health and social care needs;
- establish desired outcomes for your child's progress;

- specify the provision required and how education, health and social care will work together to meet your child’s needs and support the achievement of the agreed outcomes.

You or the school, usually the SENCo, can request that the local authority conduct an assessment of your child’s needs. This may lead to an EHC Plan.

11) HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we measure children’s progress in learning against national expectations and age related expectations.

The class teacher continually assesses each child, and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Reception through to Year 6 using a variety of different methods, including National Curriculum expectations, Average Point Scores, Reading and Spelling ages and standardised scores.

Different Types of Assessment used at St Clement and St James

Type of Assessment	Assessment materials used
Levels/Average point score	Class based formal assessment/teacher assessments – Assessing Pupil Progress Grids
Reading age/reading speed age/reading accuracy age/comprehension age	Neals Individual Analysis - Key Stage 2 pupils York Assessment – Key Stage 1 pupils
Spelling age	Helen Arkell Spelling Test
Understanding of vocabulary age	The British Picture Vocabulary Scale
Phonological awareness assessment	Phonological battery assessment
Mathematical reasoning age	Sandwell Early Numeracy Test
Numerical operations age	Sandwell Early Numeracy Test
Overall assessment of the child – Computer-aided diagnostic assessment and profiling for specific learning difficulties	SNAP – Special Needs Assessment Profile

Children who are not making expected progress are picked up through pupil progress meetings with the class teacher, headteacher, and deputy headteacher/SENCo. In this meeting a discussion takes place around why individual children are experiencing difficulty and what further support can be given to aid their progression.

When the child’s Learning Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps, or a different approach may be tried to ensure the child does make progress.

12) HOW IS SUPPORT ALLOCATED TO CHILDREN AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS OF SUPPORT AT ST CLEMENT AND ST JAMES?

St Clement and St James receives funding from the local authority. These funds include money to support the learning of children with SEND and/or disabilities.

The headteacher, in consultation with the school governors, decides the budget for SEND provision on the basis of the needs of the children.

The headteacher and the deputy headteacher/SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

13) WHAT SUPPORT WILL THERE BE FOR MY CHILD'S HAPPINESS AND WELLBEING AT ST CLEMENT AND ST JAMES?

At St Clement and St James school we pride ourselves on knowing every child very well. We believe that the well-being of all our pupils is crucial in enabling them to do their very best. Members of staff take this aspect of school life very seriously and are available to provide support to match your child's needs.

You can be confident that your child's class teacher, the deputy headteacher/SENCo and headteacher pay particular attention and give time and effort on every child. You should also feel free to contact your child's class teacher if you have any concerns.

St Clement and St James is an inclusive school, and committed to providing equal opportunities for all children. When necessary, we will make reasonable adjustments to ensure that children with special educational needs and/or disabilities are included in all activities.

14) HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

15) HOW WILL ST CLEMENT AND ST JAMES SUPPORT MY CHILD IN TRANSITION STAGES?

We liaise closely with the school or nursery from where your child will transfer. We have discussions with the relevant staff members on any individual needs and how best to support your child in our school.

At St Clement and St James we take care to ensure that during transition points (between classes

each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.

St Clement and St James makes arrangements to ensure there is a smooth transition when your child transfers to your secondary school of choice.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to their moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

16) IF I HAVE ANY OTHER QUESTIONS ABOUT MY CHILD AT ST CLEMENT AND ST JAMES WHO CAN I ASK?

At St Clement and St James we are very happy to speak to you about any aspects of your child's education. The following staff are available and it is recommended that your first point of contact should be the class teacher.

The class teacher

The deputy headteacher/SENCo

The headteacher

Parents' guide to the cycle of learning support at St Clement and St James

