

# St Clement's School SEN Information Report 2016 – 2017

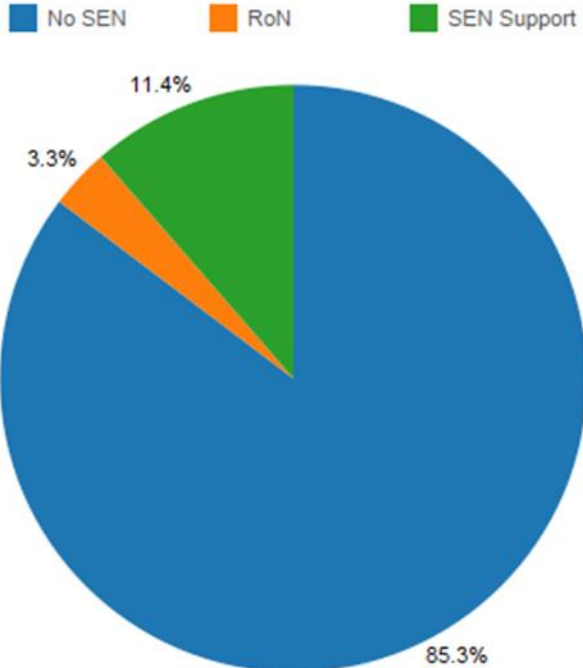
All data has been taken from the Summer Term Inclusion register

## SEN Profile 2016-2017

### 1. Percentage of pupils with SEN in relation to whole school population

210 pupils were on roll in school last year

Percentage of those with SEN according to the different response to meet their needs (Summer Term 2017)



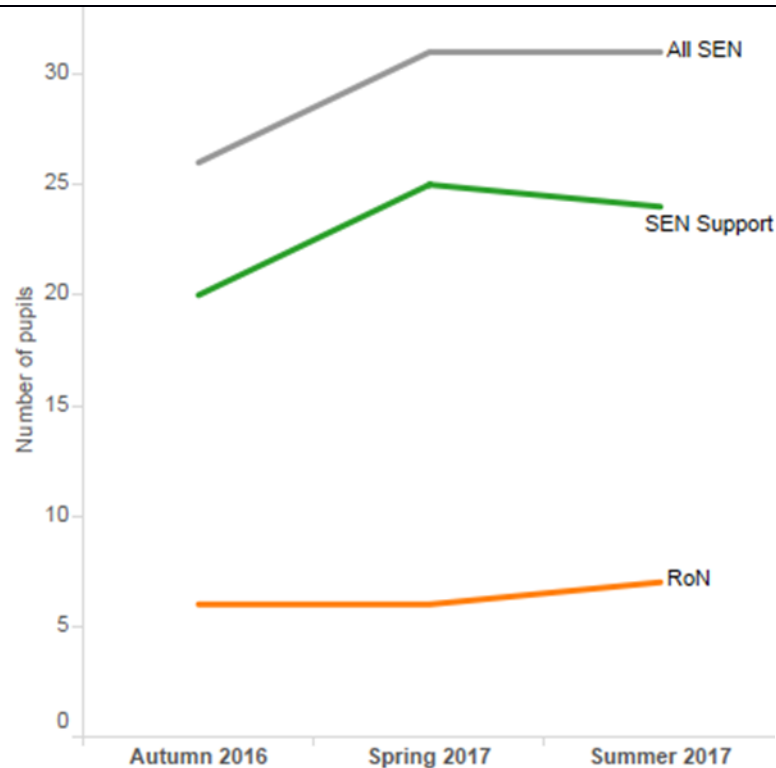
**2. Total number of pupils on SEN register**

The number of pupils identified as having SEN and recorded on the Inclusion register were as follows: (Summer Term 2017)

St Clement's		Autumn 2016	Spring 2017	Summer 2017
SEN Support			1	
	Autistic Spectrum Disorder	2	2	2
	Social, Emotional and Mental Health	5	6	7
	Specific Learning Difficulty	6	6	6
	Speech Language and Communication Needs	6	9	8
	Visual Impairment	1	1	1
	<b>Total</b>	20	25	24
RoN	Hearing Impairment	3	3	4
	Moderate Learning Difficulty	1	1	1
	Physical Disability and Medical Condition	2	2	2
	<b>Total</b>	6	6	7
<b>Grand Total</b>		26	31	31

**3. Comparisons from previous year/s**

The number of children identified as having SEN at St Clement's school has dropped since its spike in Autumn 2015. This is because the school followed the guidelines from the Education Department and in this way it became a more accurate reflection of the SEN of the children in the school. The categories for defining SEN have changed during the last academic year, there are no longer 3 categories – RoN, SA+ and SA, these have been reduced to 2 categories :- RoN and SEN Support.



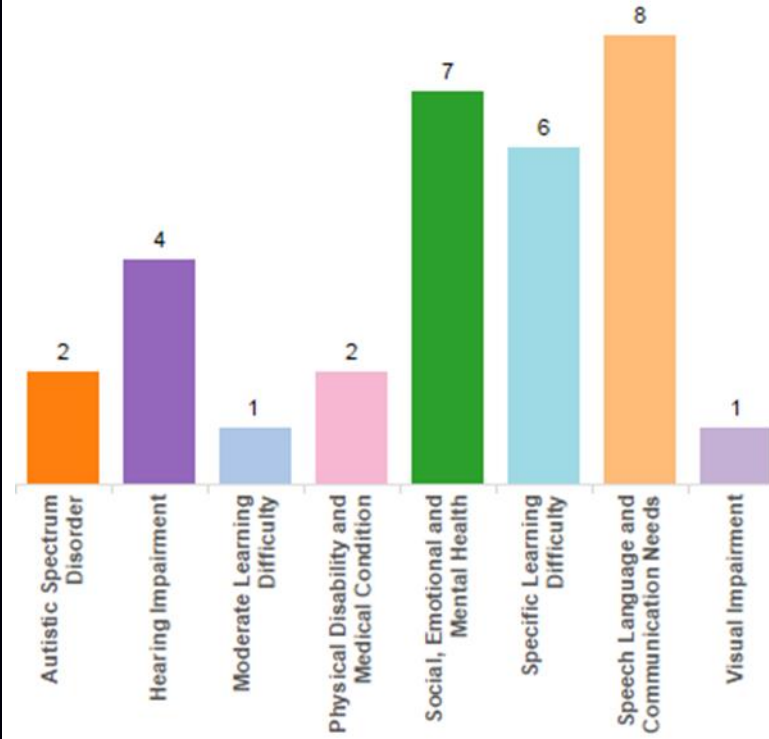
**4. The kinds of SEN for which provision has been made**

At St Clement's School, we believe that every pupil has the right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is planned and presented in a supportive and stimulating way, which values the needs and skills of each child so that they are encouraged to reach their full potential at our school. We currently make provision for children experiencing difficulties in all of the four areas of need described in the Jersey SEN Code of Practice 2011. These are:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and/or Physical needs

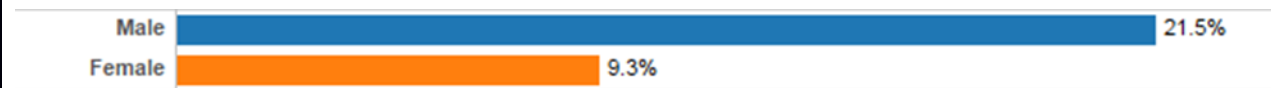
Many pupils need additional support in one or more of these areas however, of all the 31 children on our SEN register last year, the prime reason for their additional support is detailed below.

Number of pupils by SEN Description (Summer Term 2017)



**5. Proportion of boys/girls on the SEN register**

Percentage of SEN by Gender (Summer Term 2017)



<p><b>6. Percentage of pupils in other vulnerable groups</b></p>	<p>Percentage of pupils in other vulnerable groups (Summer Term 2017)</p> <p>The charts show the following data:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>SEN (%)</th> <th>No SEN (%)</th> </tr> </thead> <tbody> <tr> <td>Not EAL</td> <td>90.3%</td> <td>90.0%</td> </tr> <tr> <td>Jersey Premium</td> <td>29.0%</td> <td>90.0%</td> </tr> <tr> <td>Summer Born</td> <td>51.6%</td> <td>41.1%</td> </tr> </tbody> </table>	Category	SEN (%)	No SEN (%)	Not EAL	90.3%	90.0%	Jersey Premium	29.0%	90.0%	Summer Born	51.6%	41.1%
Category	SEN (%)	No SEN (%)											
Not EAL	90.3%	90.0%											
Jersey Premium	29.0%	90.0%											
Summer Born	51.6%	41.1%											

<p><b>7. Attendance and SEN</b></p>	<p>The chart shows the following data:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>SEN (%)</th> <th>No SEN (%)</th> </tr> </thead> <tbody> <tr> <td>Present</td> <td>96.2%</td> <td>97.3%</td> </tr> <tr> <td>Authorised</td> <td>3.6%</td> <td>2.4%</td> </tr> <tr> <td>Unauthorised</td> <td>0.3%</td> <td>0.3%</td> </tr> </tbody> </table>	Category	SEN (%)	No SEN (%)	Present	96.2%	97.3%	Authorised	3.6%	2.4%	Unauthorised	0.3%	0.3%
Category	SEN (%)	No SEN (%)											
Present	96.2%	97.3%											
Authorised	3.6%	2.4%											
Unauthorised	0.3%	0.3%											

**Achievement of pupils with SEN during the last academic year**

<p><b>1. Attainment of pupils with SEN</b></p>	<p>The School Report shows that at the end of Key Stage 1:</p> <ul style="list-style-type: none"> <li>• 100% of SEN pupils were working within the age appropriate expectations in Reading.</li> <li>• 100% of SEN pupils were working within the age appropriate expectations in Writing.</li> <li>• 50% of SEN pupils were working within the age appropriate expectations in Maths.</li> </ul> <p>The School Report shows that at the end of Key Stage 2:</p> <ul style="list-style-type: none"> <li>• 33% of SEN pupils were working within the age appropriate expectations in Reading.</li> <li>• 33% of SEN pupils were working within the age appropriate expectations in Writing.</li> <li>• 33% of SEN pupils were working within the age appropriate expectations in Maths.</li> </ul>
<p><b>2. Progress of pupils with SEN</b></p>	<p>No progress measures were available for this academic year. Ongoing formative assessments gave information throughout the year with regards to pupil progress.</p>

**SEN Information**

<p><b>1. Information on who has responsibility for SEN within the school</b></p>	<p>At our school, we are all responsible for supporting and meeting the needs of pupils with SEN. However, there are some members of staff who have specific responsibilities.</p> <ul style="list-style-type: none"> <li>• <b>Head and Deputy Teacher (The Leadership Team)</b>- The Head Teacher is responsible for</li> </ul>
--	--

	<p>the day to day managing of the school. The Deputy Head Teacher is the SENCO and they work together to plan how the children with SEN are supported in school. They are also responsible for writing and developing the school's SEN Policy to make sure that all children get a consistent, high quality response to meeting their needs in school. The Leadership Team is also responsible for monitoring the impact of policies and the effectiveness of provision in our school. They work with our Education Department to implement and monitor the SEN Provision.</p> <ul style="list-style-type: none"> <li>• <b>Class Teacher-</b> The Class Teacher is responsible for the progress of every child in their class. They are responsible for identifying, planning and delivering any additional help any child may need. They are also responsible for ensuring that all staff working with a child with SEN are able to deliver planned learning. The Class Teacher is responsible for ensuring that the SEN Policy is followed in their classroom.</li> <li>• <b>SENCO-</b> The SENCO is responsible for coordinating all the support for children with SEN. They are also responsible for updating the Inclusion Register. The SENCO is accountable for ensuring that reports and detailed records are kept and used to plan for each child's needs and progress.</li> <li>• <b>Teaching Assistants-</b> Teaching Assistants are an integral part of classroom life at St Clement's School. They work alongside the Class Teacher to ensure that all children in the class receive high quality support when it is needed.</li> <li>• <b>Key Worker-</b> A Keyworker may be allocated to a pupil with Exceptional SEN and they will work closely with the Class Teacher and the SENCO to ensure that the pupil receives high quality support that is tailored to their specific needs.</li> <li>• <b>Parents-</b> At St Clement School we acknowledge that parent's know their child better than anyone else. In this way, they are included in decision making and are informed about the nature of any support. In this way, they can work alongside the school to ensure that the needs of their child are met and that the potential of their child is being worked towards.</li> </ul>
<p><b>2. Identifying and assessing children with SEN</b></p>	<p>At our school we believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given equal access to the curriculum. Our aim is to provide provision for those children with SEN, whatever their needs maybe, so that they can reach their full potential. We use a Continuum of Assessment and a Graduated Approach to ensure that this happens. The school is able to request specialised assessments from external agencies and professionals to inform their understanding and provision for a particular child. The school and the other professionals will work together to decide on whether the child's needs are complex enough for a Record of Need to be written.</p>
<p><b>3. Arrangements for consulting parents/carers of children and young people with SEN and involving them in their education</b></p>	<p>At St Clement's School we have an "open door" policy of always welcoming parental input. We believe, the most important relationship in the school's educational partnership is between the parent/carers and the school. Any discussions about any aspect of a child's progress or development should start with the class teacher. Parents of all children are invited to parents' evenings twice annually and receive a written report of their child's progress termly. If a child is identified as requiring support that is over and above what is ordinarily available the parents are informed of the need and how it will be worked towards. If it is identified that a child needs to be referred to an external agency the parents are always informed and a signature of consent is required. If a child is referred to an Educational Psychologist the parents view and experience of the child is always incorporated into the process.</p>

<p><b>4. Arrangements for consulting children and young people with SEN and involving them in their education</b></p>	<p>At St Clement's School the children are actively engaged in all aspects of their learning. Time is planned for the children to chat/conference, in an age appropriate way, with their teachers about their learning and their next steps. Children learn from each other by peer marking and through paired and group discussions. If a child has a Record of Need their views are sought regarding how their learning is progressing and their 'next steps'.</p>
<p><b>5. Arrangements for assessing and reviewing progress toward outcomes</b></p>	<p>At our school, the children are continually assessed using summative and formative assessment techniques. The children are assessed against their starting points and a close eye is kept by the Class Teacher and the Leadership Team to ensure that everything possible is being done to ensure that each child is making expected, realistic progress. SEN children may have their assessment needs met using arrangements which best suit the needs of the child. The teacher's write targets for all children, they are responsible for reviewing the targets regularly.</p>
<p><b>6. Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood</b></p>	<p>At St Clement's School, we prepare all children for new beginnings. This is done in an age and stage appropriate way. We recognise that transitions can be difficult for all children, especially an SEN child. If a child is moving to another school, we contact the receiving school and ensure that they know about any special arrangements or support that needs to be made for the child. We ensure that all records about the child are passed on as soon as possible. At the end of the academic year we organise two 'move up' mornings. During this time all children spend time in the classroom with their next class teacher. Before this day, an information sharing meeting is organised so that all important academic and social and emotional information can be shared with the new teacher. Extra individual bespoke transition programmes are organised depending upon individual need. If a child moves to St Clement's School from another school, during the academic year, we meet the parents and the child to discuss individual needs and decide how to best transition into our school. We always liaise with the previous school to discuss any specific arrangements a child may need and obtain records from external agencies. In Year 6, we support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3. We follow the guidelines from the Education Department if we feel a child requires additional transition arrangements. If a child is vulnerable we will work with them throughout Year 6 to ensure they are fully prepared for the change, this may involve extra 1-1 visits to the secondary school. We work closely with the Education Welfare Officer to ensure all relevant information is shared and all necessary arrangements have been made. All children will have opportunities to learn about aspects of transition to support their understanding of the changes ahead, before their 2 day visits to their new school at the end of Year 6.</p>
<p><b>7. The approach to teaching children and young people with SEN</b></p>	<p>At our school, all the teachers have high, but realistic expectations, for all the children in their class. The children are taught and assessed against the Jersey Curriculum. All teaching is based on building on what the child already knows, can do and can understand. The teacher's use different approaches to teaching and learning so that the child is fully engaged in learning in the class. This may include a practical approach using concrete materials and resources adapted for some children.</p>

<p><b>8. Adaptations to the curriculum and learning environment for children and young people with SEN</b></p>	<p>At our school, when appropriate, lessons are differentiated to meet the needs of each child and the class. The Class Teacher will plan and ensure that any specific strategies (which may be suggested by the SENCO or external agencies) are put in place to enable SEN children to access the learning task. Sometimes, when it is stated in a Record of Need or as a result of Exceptional Action it is planned that a Key Worker will work closely with a child to ensure that their needs are being met. Intervention groups are also planned to meet the specific needs of the children in our school and these may include SEN children.</p>
<p><b>9. Expertise and training of staff who support children and young people with SEN, 'including how specialist support will be secured'</b></p>	<p>At St Clement's School the Leadership Team are very experienced at meeting the needs of all of the children in the school. As part of the School Development Plan, they identify training needs for all staff (referring to the Education Support Team Handbook-Training Offer to Schools) to improve the teaching and learning of all the children in the school, including those with SEN. They ensure that they update their own skills and ensure that the training of all staff is ongoing in order to meet the current needs of the SEN children. Training is delivered in house by staff experienced in particular fields, specialists are invited into school to deliver specific training and staff are also invited to attend training out of school. Staff are encouraged to speak to the child's previous teacher to ensure successful classroom strategies are being used.</p>
<p><b>10. Information about evaluating the effectiveness of provision for children and young people with SEN</b></p>	<p>At our school, teachers use assessment for learning to assess the progress of all the children in their class. As a school, we use a graduated approach of Assess, Plan, Do, Review which uses formative and summative assessments, the views of parents and pupils and where relevant external specialists to check the progress of the SEN children. The SEN children are discussed at the termly Progress Meetings to ensure that expected progress is being made and any children who are standing out as not making expected progress are discussed. They may maybe added to the list of children to be discussed at the next Plan and Review meeting, which is attended by Specialist Agencies. The progress of children with a Record of Need is formally reviewed at an Annual Review with all adults involved with the child's education.</p>
<p><b>11. How children and young people with SEN were enabled to engage in activities available with children and young people in school who do not have SEN</b></p>	<p>At our school, we ensure activities outside the classroom, after school clubs and school trips are available to all of our children. Risk assessments are carried out for each trip and after school activity. Suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents and carers are invited to accompany their child on a school trip if this ensures access. An assessment of risk is conducted as and when appropriate. If a child has a Behaviour Plan it will be applied at school and for activities outside the classroom - after school clubs and attendance on school trips.</p>
<p><b>12. How the school involved other services, including health and social care, local authority support services and voluntary sector organisations in meeting SEN and supporting</b></p>	<p>At St Clement's School, if a child has been identified as needing more specialist input, in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the child to make progress. Before referrals are made the parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, the parents will be asked for consent for the school to refer the child to a specialist professional e.g. a Speech and Language Therapist, Occupational Therapist, Parentscope or Educational Psychologist. This will help the school and the</p>



<p><b>families</b></p>	<p>parents understand the specific needs of the child.</p>
<p><b>13. Support for improving emotional and social development</b></p>	<p>At our school, we have trained three ELSA's who support children for a variety of Social and Emotional issues. We have a lead First Aider and a team of other First Aiders who work together to follow Departmental and School Policy to ensure that the medical needs of all the children in our school are met. The children who have a Medical Care Plan have their plan annually updated to ensure that their medical needs are being met in school.</p>
<p><b>14. Arrangement for handling complaints from parent of children and young people with SEN about the provision made at school</b></p>	<p>At our school, we have an open door policy. In this way, parents are invited to come into school and talk to us. This maybe the Class Teacher, Key Stage Leader, SENCO or Head Teacher. If parents remain concerned they can contact either the Headteacher or the Education Department. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. At our school our aim is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.</p>
<p><b>15. Accessibility plan</b></p>	<p>At St Clement's School we are constantly looking at ways of improving teaching and learning. Through self-review, staff appraisal and Continuous Professional Development we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We are a Total Communication Centre for the Hearing Impaired children of the island and in this way we have the staff and equipment to meet the needs of these children. We are committed to inclusion and in this way we will work with specialists to ensure that our school is accessible to all those children who attend, or are due to attend.</p>
<p><b>16. Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes</b></p>	<p>The school has put procedures in place to ensure that the learning needs of all children are met, first and foremost, through high quality first teaching. Termly progress meetings are also being organised so that individual children can be tracked, discussed and arrangements can be put in place so that the needs of all children in our school are being met at any one time.</p>
<p><b>17. How has the school sign posted parents to organisations and services that can provide them with additional support?</b></p>	<p>The school has been proactive in encouraging parents to attend the Parentscope sessions for extra support at a nearby school. The Jersey Online Directory was developed in 2015 and its purpose was shared with our school. A new Parent's Notice board was created to provide information regarding a variety of support agencies.</p>

**18. Outcome of school priorities for SEN as outlined on the School development Plan or SEN – related elements of the school improvement plan**

The School's priorities for SEN last year were:

- To ensure that the learning needs of our SEN pupils are being met, first and foremost, by high quality first teaching.

The class teachers are responsible for the learning needs of all the children in their class. They identify barriers to learning, in consultation with the SENCO and outside agencies and plan how to overcome these barriers so that the children can learn.

- To develop whole school practises to ensure effective deployment of our Teaching Assistants.

The school deploys the Teaching Assistants after each, termly progress meeting, so that their timetables are dynamic and meet the needs of the child throughout the year.

- Support and train Teaching Assistants to deliver targeted, structured interventions.

School trained 5 staff members in the BR@P reading intervention and 3 ELSAs to meet the social and emotional needs of pupils. The School employed a Parent Engagement Worker to assist in supporting vulnerable families.

--	--