



## **St. Clements's School SEND Report 2017-2018**

**Headteacher – Richard Heaven**

**SENDCo and ARC Manager – Marianne Hickling**

**Teacher of the Deaf - Esther Tremeer**

At our school, all teachers are responsible for overseeing the academic and emotional wellbeing of our pupils through normal school reporting and high quality teaching.

The SENDCo and ARC Manager work closely with the staff and the Leadership Team to ensure that the needs of children with SEND are met.

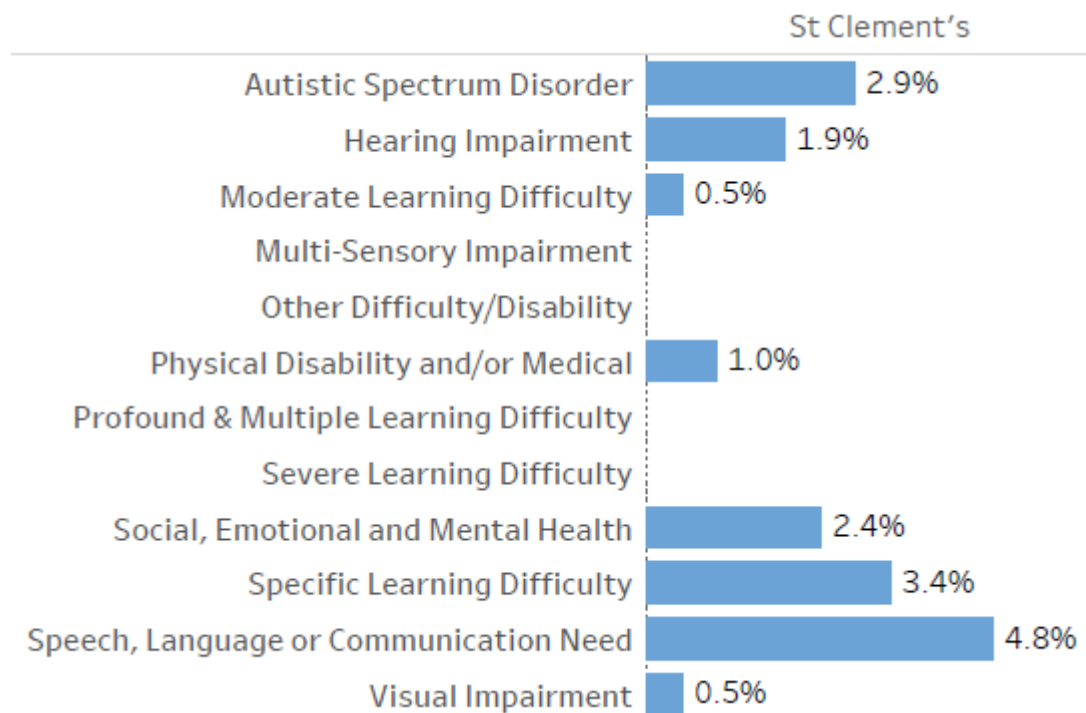
### **Specific SEND Facts of St Clement's School**

In the academic year 2016-2017, 14% of our children were on the inclusion register. This was slightly reduced in 2017-2018 to 14%.

In 2017-2018,

- 10% of our children had English as an additional language, 50% of these children were boys and 50% were girls.
- There were four different languages spoken at our school.
- 19% of pupils on the inclusion register were EAL.
- 64% of pupils on the inclusion register were male and 36% were female.
- 19% of pupils on the inclusion register were Jersey Premium.
- 28% of pupils on the inclusion register have a RON

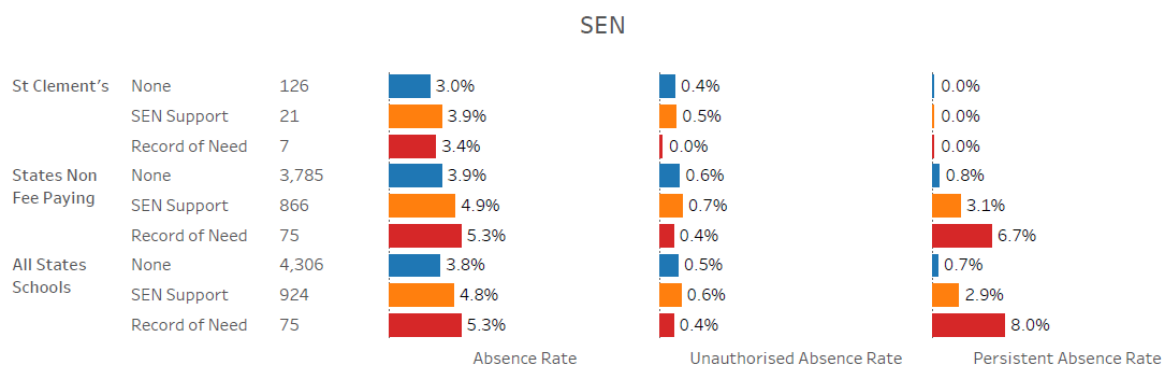
The table below shows the breakdown of SEND at our school in 2017-2018



In our school, Speech, Language and Communication and Specific Learning Difficulties are the highest SEND area of need:

In 2016-17, 3.8% of our children had Sp,L&C Difficulties and 2.9% had SpLD. This changed slightly in 2017-18 when 4.8% Sp,L&C Difficulties and 3.4% had SpLD.

The table below shows how our school compares to other schools on the island in terms of SEND absence rates.



### **Attainment and Progress of the SEND children at St Clement's School in 2017-2018**

- In the Early Years Foundation Stage, pupils with SEND were most successful at attaining the expected level in Expressive Arts and Design.
- In Key Stage 1, 20% of pupils in Year 2 were identified as having SEND. Data indicated that these SEND pupils were generally achieving in line with their peers.

- In Key Stage 2, 17% of pupils in Year 6 were identified as having SEND. Data indicated that the vast majority of these SEND pupils were working within their year group curriculum for Reading, Writing and Maths.
- In Key Stage 1 and 2, data indicated that the number of SEND pupils achieving 'Developing' levels or above in Reading, Writing and Maths improved in 2017-2018 compared to the previous year.

**At our school we make various adaptations to the curriculum and learning environment for children and young people with SEND**

- Instructions are broken into small steps
- Visual prompts are available
- Positioning of pupils with hearing and vision difficulties within the classroom and use of aids are planned for as recommended by outside agencies
- Use of iPads are planned for
- Use of sensory breaks are used as appropriate
- Use of a quiet room when necessary
- Access to a differentiated and personalised curriculum as appropriate
- Use of targeted interventions as appropriate

**SEND Training that took place during 2017 and 2018 at St Clement's School.**

- Attachment Training
- ELSA training
- MAYBO Levels 1 and 2
- BR@P Reading Intervention
- Inset: Supporting the Social and Emotional Development of Deaf Children

**Support for improving emotional and social development during 2017-2018**

Pupils were supported by:

- An anti-bullying policy with contributions from all members of the school community
- PSHE programme of work followed by all classes
- Access to our 'Quiet Place'.
- Family Support Worker available for fortnightly 'Drop Ins' to advise/support parents
- 3 ELSA's are trained to support children with programmes such as friendship issues, anger management and self-esteem building
- Targeted Well-Being support for individuals and groups (including class sessions)
- Targeted, specialist teaching supporting deaf children's personal understanding and management of their hearing difficulties

## SEND Arrangements at St Clement's School

### Identifying and assessing children with SEND

At our school we acknowledge that every child is an individual and should be valued so. 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 SEND, 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.

At our school, we are all responsible for supporting and meeting the needs of pupils with SEND. However, there are some members of staff who have specific responsibilities.

**Head and Deputy Teacher (The Leadership Team)**- The Head Teacher is responsible for the day to day managing of the school. The Deputy Head Teacher is the SENDCO and they work together to plan how the children with SEND are supported in school.

**Class Teachers** - 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 SEND are able to deliver planned learning.

**SENDCO**- The SENDCO is responsible for coordinating all the support for children with SEND. They are also responsible for updating the Inclusion Register. The SENDCO is accountable for ensuring that reports and detailed records are kept and used to plan for each child's needs and progress.

**Teaching Assistants**- 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.

**Qualified Teachers of Deaf (QToD)** – QToDs monitor the social inclusion and learning of all children with a hearing loss. For deaf children with high needs who require ARC resources, QToDs may need to provide specialist assessment and or teaching.

**Key Workers**- A Keyworker may be allocated to a pupil with Exceptional SEND and they will work closely with the Class Teacher and the SENDCO to ensure that the pupil receives high quality support that is tailored to their specific needs.

**Parents**- 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.

### **Arrangements for consulting parents/carers of children and young people with SEND and involving them in their education**

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 the relationship between the parent/carer, school and the child. 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.

Process:

- Meeting between class teacher and SENDCo
- Meeting with parents
- Class actions with review dates
- Outcomes monitored, if little or no progress made, advice from other professionals
- In consultation with parents referrals made
- Reviewed and monitored

The SENDCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENDCo at any convenient time if they have a concern or need advice.

Parents of pupils who have a Record of Need are invited to discuss their child's progress at the annual review. When this involves pupils in Year 6, the SENDCo from the selected secondary school is invited.

- Parents are encouraged to contribute to their child's passport targets.
- The school has provision to ensure pupils with SEND have access to all areas of the curriculum. Teachers make full use of the school environment and resources to meet individual needs.
- The curriculum is differentiated to meet the needs of individual pupils, and where necessary personalised.
- Full support is given to those pupils who have a medical condition, including issues concerning suitable staff training, the storage and administering of medicines, and the management of frequent absences. Health care plans are written and implemented in conjunction with the school nurse/ other medical professional.

### **Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood**

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 a child with SEND.

The school follows guidelines set out in the Transition booklet (Children and Young People, Education and Skills Department "CYPES") to support pupils with transition to secondary school. Additional visits are arranged for pupils with SEND if needed as set out in the guidelines.

Pupils within the Additional Resourced Centre (ARC) have further opportunities for focussed visits to the secondary ARC school. Managers liaise and discuss needs and arrangements for individual pupils.

Copies of esSENDtial paperwork are transferred to the secondary schools in the summer term.

The EYFS Leader, Head Teacher and EYFS teachers liaise with the local pre-schools and reception classes to arrange visits where appropriate. Pupils are invited to transition sessions and have a graduated transition to nursery/ reception.

We work closely with the Education Welfare Officer to ensure all relevant information is shared and all necessary arrangements have been made.

If a child moves to St Clement's School from another school, during the academic year, we meet the parents and the child, liaise with the previous school to discuss individual needs and decide how to best to support the transition to our school.

### **The approach to teaching children and young people with SEND**

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.

Provision for SEND pupils includes:

- Differentiation in place
- Assessment spiral (plan, do, review)
- Alternative ways of recording their ideas (ICT, photographs, evidence files)
- Extra adult support in classrooms where appropriate
- Time limited evidence based intervention programmes
- Personalised provision through adapted resources and interventions
- Advice from external agencies

### **Arrangements for staffing**

At St Clement's School, the Leadership Team include in their annual School Development Plan training needs for all staff so that they can better meet the special educational needs of the children in their class.

Expertise and training of staff who support children and young people with SEND, (including how specialist support will be secured) takes place during staff meetings, team meetings and through attendance at IEL training.

The SENDCo is a qualified and experienced teacher

Teachers of the Deaf hold the mandatory qualification for teaching deaf children.

The SENDCo regularly attends training and meets with other SENDCos in a local cluster group to keep up to date with current documentation and initiatives.

TA's / keyworkers and teachers are trained to deliver a range of effective interventions, including BR@P, Precision teaching, Letters and Sounds, ELSA.

Specialist keyworkers have a British Sign Language qualification (minimum Level 2) and also Deaf Awareness training. They also have regular and ongoing specialist training from the Hearing and Deaf Support Team (HDST).

In 2017-18 specialist expertise was sought from the following external agencies - Speech and Language Therapy and Occupational Therapy and also from CYPES from Educational Psychology, Behaviour Support, ASCIT, CAMHS, HDST, and SEMHIT

### **Information about evaluating the effectiveness of provision for children and young people with SEND**

The SENDCo and TOD are used for in-class and school based observations of pupils. The SENDCo, ARC Manager and teachers have performance management through observation, discussions, and work scrutinies with feedback by their line manager- Head Teacher.

TA's/ keyworkers have a regular opportunity to meet with management or ToD and also performance management session with feedback on their groups and teaching.

Regular liaison between all teaching staff to evaluate strategies used for lesson planning ensures continuity and progression for all pupils as well as those with SEND.

Half-termly Team around the Child (TAC) meetings.

RON annual review meetings.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in school who do not have SEND**

At St Clement's School we want all our children to participate in all activities wherever possible. We adapt our risk assessments so that all children can participate safely, in accordance with current policy and guidelines. We take special care to ensure that all our children are feeling emotionally secure to participate in these different activities.

All extra-curricular clubs and activities are available for all pupils, including our school performances and Morning Club.

A one night residential trip is offered to all pupils in Year 4 and a residential trip to France is organised for Year 5. The individual needs of our SEND students are discussed with parents, teacher and the child before each individual trip and appropriate accommodations are made.

There are a number of school and class visits organised throughout the year. These are also all risk assessed so that appropriate accommodations are made.

### **Accessibility plan**

At St Clement's School we are constantly looking at ways of facilitating access to our school building and learning environments and also to all teaching and learning activity. 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.

All learning environments are acoustically treated and mainstream classrooms fitted with sound field technology to improve listening conditions for all children at the school. All staff are trained in use of hearing assistive technology and listening conditions are regularly monitored and audited. The ARC is also regularly evaluated against quality standards and evidenced based practice to ensure the successful inclusion of deaf 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.

## **How the school involved other services, including health and social care, local authority support services and voluntary sector organisations in meeting SEND and supporting families**

External support services play an important part in helping our school identify, assess and make provision for pupils with SEND. The school is supported by Educational Psychology Service, the Speech and Language Therapy Department, Hearing Support Team, Occupational Therapy, the Well Being Service, Educational Welfare, the EAL Service, Early Help, Family Nursing, Physiotherapy, the Behaviour Support Service and Family Support Workers.

This year the school has set up a drop-in service for parents to attend so that they can ask for parenting advice from our Family Support Worker. 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.

## **How has the school sign posted parents to organisations and services that can provide them with additional support?**

School website and links to JOD





- Deaf Awareness programme
- Picture News assembly resource

**Specific Initiatives available to support SEND children at our school.**

- The AET Progression Framework tracks social and communication progress in small steps for ASD pupils.
- Integrated scales of development are used to track our deaf children in the Early Years Foundation Stage.
- An SEND Audit tool is used to analyse and improve current practise
- The Jersey School Review and ARC Review are used to ensure that standards of quality and performance are adhered to and in line with other schools on the island.
- A Pupil Passport has been introduced to ensure a consistent layout and language is used for all our RON pupils including their pupil voice.