



# ST CLEMENT'S HIGH SCHOOL

## SEND Information Report

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for students with SEN.

This information will be updated at least annually.

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# Schools approach and rationale

St Clements High School is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all.

## **We endeavour to:**

- To produce world class standards of student achievement
- To further improve student and community engagement
- To develop an excellent standard of Teaching and Learning
- To provide and maintain world class resources for our school community

## **We value:**

- Our students - every student being proud of their school and playing an active role within it
- Our students life choices - every student achieving the best possible academic qualifications which lead to greater life chances
- Continuous Improvement - Ensuring that we continually strive for improvements
- Staff are challenged and supported to succeed in their role
- Collaboration - working with other schools locally and nationally for mutual benefit.

P

### Proactive

- Quickly and quietly organise yourself on arrival to lessons
- Follow the seating plan without argument
- Be ready to start the lesson, assist your teacher with the resources
- Watch and listen to your teacher intently
- Look at people directly when you speak to them
- Speak in a clear, confident voice so you can be understood

R

### Respectful

- Call adults Sir, Miss or by their surname with the appropriate prefix
- Follow instructions without argument
- Remember to say please and thank you
- Never interrupt your teacher or peers when they are speaking
- At the end of each lesson you stand behind your chairs in silence
- Treat our school environment and resources with respect

I

### Independent

- Arrive to lessons on time and bring the required equipment
- Line up outside each classroom and greet your teacher with silence, showing you are ready to learn
- Take responsibility for your learning by seeking additional work when you need it and not allowing others to distract you
- Engage with SMHW to ensure you meet deadlines

D

### Determined

- Deliberately try to understand and to memorise the information and the processes you have been taught
- Take feedback seriously and be ready to improve your work
- Keep trying even when things go wrong

E

### Enthusiastic

- Ask and answer questions by raising your hand and wait for your teacher to ask you to speak
- Kindly support your peers if they have a problem
- Demonstrate a passion for your own learning
- Seek out further opportunities to develop your knowledge, experience and character

IN THE CLASSROOM



ST CLEMENT'S  
HIGH SCHOOL



# SEN Management Team at St Clements



**Mr N Willingham**  
Headteacher

Photo of  
Malcolm  
Wood  
requested

**Mr M Wood**  
Chair of Governors and SEN  
Governor



**Mr Wood**  
Deputy Headteacher  
& DSL



**Mrs Chappell**  
Asst Trust SENDCO



# Staff Qualifications & CPD

## [Offsite]

**Trust SENDCO - Mrs Kaye Bunting**

## [Onsite]

**Asst Trust SENDCo - Mrs C Chappell**

BSC (Hons) Education

Professional Memberships: NASEN, SET

Deputy Safeguarding Lead

Mental Health First Aider

Safer Recruitment

## Teachers

CPD Programme by Asst Trust SENDCO  
each academic year

CPD programme by West Norfolk  
Academies Trust 2020 and 2021

The National College

**Senior Achievement and Progress  
Support Assistant - Mrs L Dickerson**

**Teaching Assistants, Apprentice TAs  
and pastoral staff**

CPD Programme by Asst Trust SENDCo  
each academic year

Mental Health first aiders 2021

# Responsibilities: Special Educational Needs and Disability Co-ordinator (SENDCo)

- Coordination of all support for students with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all students receive a consistent, high quality response to meeting their needs in school.
- Ensuring the involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all students with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND students.

## Responsibilities: Teaching staff

In our school the class teacher is recommended as the first point of contact for parental concerns and is responsible for the following:

- Ensuring that all students have access to good/outstanding teaching and the curriculum is adapted to meet individual students' needs (differentiation).
- Checking student progress and identifying, planning and making reasonable adjustments as required. For example, targeted work, additional support, adapting resources etc and discussing amendments with the SENDCo as necessary.
- Ensuring that the school SEND policy is followed in their classroom for all students with any SEND.



# Responsibilities: Student and Home

Students with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Student interviews
- Questionnaires
- Self-evaluation (pictures or written answers)
- Student set targets

Home will be expected to provide:

- Love
- Nourishment
- Emotional support
- Clothes and equipment
- Varied experiences
- Wide range of opportunities
- Homework support

# Definition of Special Educational Needs (SEN)

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

(SEND Code of Practice 2015)

# SEND at St Clements High School

We continue to strive to identify opportunities for school development and improvements. St Clements High School now have a dedicated space within the school site to enhance our SEN Provision.

This has created an opportunity for us to develop our programme of interventions across both key stages, including our KS4 personal development programme, ASDAN.

SEN provision at St Clements is underpinned by the following policies:

[Equality and Diversity](#)

[Managing Medical Needs](#)

[SEND Policy](#)

[Behaviour Policy](#)



## The Hive

Provides with us a unique area to support independent living skills development for our Key Stage 4 pupils and a creative space to carry out bespoke Interventions.

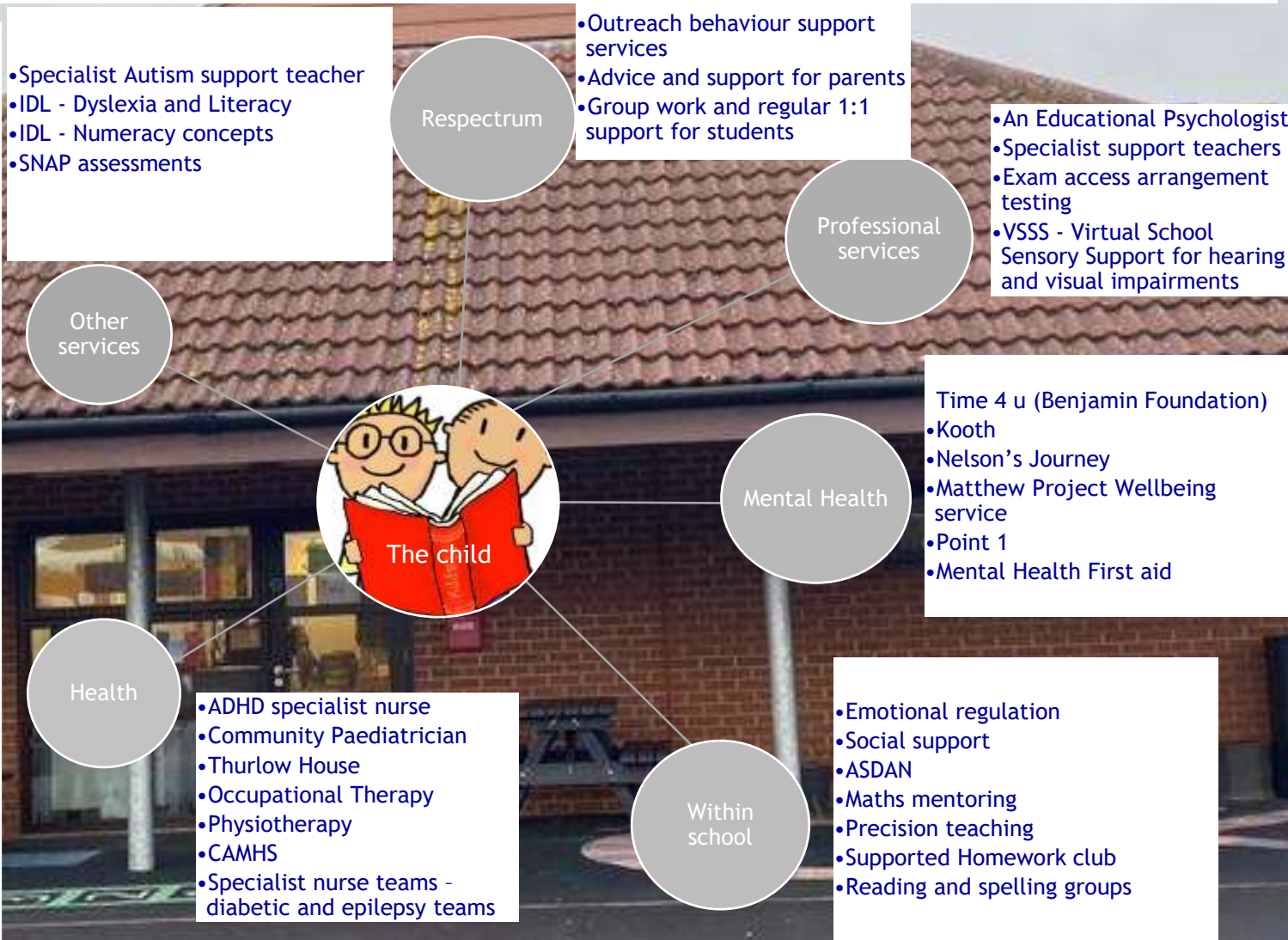


# What is the provision for Special Educational Needs at St Clements High School?

St Clements High School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.

In addition, we employ Learning Support Assistants, who deliver interventions within the provision map co-ordinated by the SENDCo.



# Types of Special Educational Needs

## Communication and Interaction

- ASD (Autistic Spectrum Disorder)
- SLCN (Speech, Language and Communication Needs)
- Speech and Language Difficulties
- Autism

## Cognition and Learning

- MLD (Moderate learning difficulties)
- SLD (Severe learning difficulties)
- PMLD (Profound and Multiple learning difficulties)
- SpLD (Specific learning difficulties) For example dyslexia, dyspraxia,, dyscalculia and dysgraphia.

## Social Emotional Mental Health

- ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
- ODD (Oppositional Defiant Disorder)

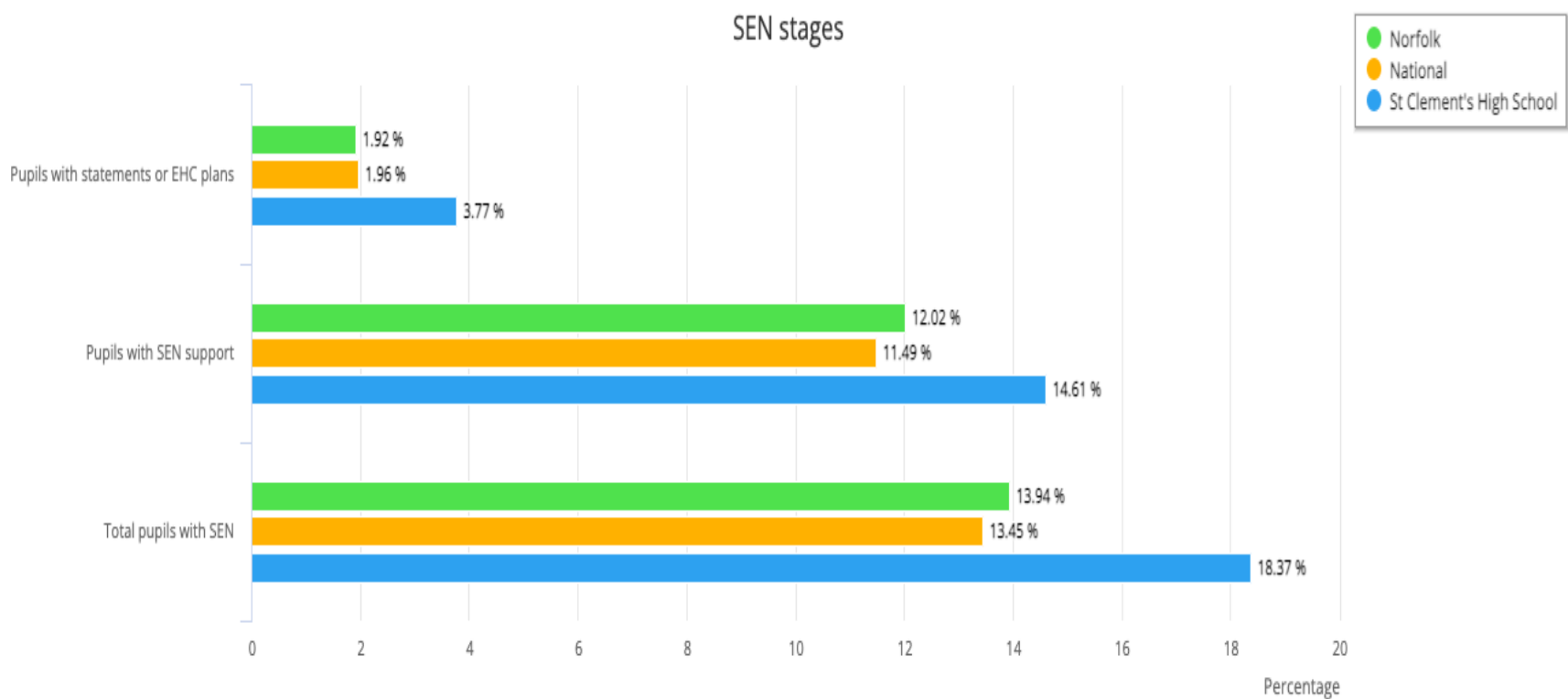
## Sensory needs

- VI (Visual Impairment)
- HI (Hearing Impairment)
- MSI (Multi-Sensory Impairment)

## Physical Difficulties / Disability

- Cerebral Palsy
- Hydrocephaly
- Muscular dystrophy

# Types of Special Educational Needs at St Clements High School



# Working together

At St Clements High School we are committed to working together with all members of our school community. This local offer has been produced in conjunction with students, parents/carers, governors and members of staff.

Parents who wish to provide feedback or become involved in future reviews of our offer are welcome to contact the school on:

01553 842648

Or email Mrs Chappell at:

[c.chappell@stclementshigh.org.uk](mailto:c.chappell@stclementshigh.org.uk)

Or Mrs Dickerson at:

[l.Dickerson@stclementshigh.org.uk](mailto:l.Dickerson@stclementshigh.org.uk)

We would really welcome your views so please get in contact.



# Identification of Special Education Needs

At St Clements High School we are committed to ensuring that all learners have access to learning and for those who are at risk of not learning, we will investigate and intervene. It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEN and therefore added to the SEND register.

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

We endeavour to ensure that students' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a student joins the school, the analysis of data including information from primary schools or other placements, Key Stage 2 SAT's, reading and spelling ages and reports from other professionals who are involved with the student.
  - The students One Page Profile.
  - Teacher concerns.
  - Acting on parental concerns.
  - Student self-referral.
  - Tracking individual student progress over time.
  - Student progress meetings.

In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the code of practice and which respond to the identified needs of our pupils.

# Identification of Special Education Needs

- A continuous cycle of planning, teaching and assessment taking account of the wide range of abilities, aptitudes and interests of our students forms the foundation of our work. The majority of students will learn and progress within this framework.
- In addition specific strategies designed to meet differing needs may also be used.
- If the SENDCO (or a teacher) identifies a special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies. Following consultation with parents, specific interventions may also be used.

# Assess Plan Do Review cycle

- If there is an identified special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies implemented by the class teacher. We will use an “assess-plan-do-review” cycle.



# Applying for an Educational Health Care Plan (EHCP)

- If a student continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents.
- External specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision.
- If a student is still a cause for major concern or making no progress, an application for an Education Health and Care Plan may be considered.
- Where a request for an Education Health and Care Plan assessment is made by a school to the Local Authority, the student will have given significant cause for concern. The students needs are not being met by St Clements High School local offer.
- The Local Authority will seek evidence from the school that any strategy or programme implemented by the “assess-plan-do-review” cycle for the student has been continued for a reasonable period of time without success for several cycles.

The local authority and their support services in meeting the needs of pupils with Special Educational Needs.

## [SEND Local Offer - Norfolk County Council](#)

Norfolk County Council's (NCC) local offer for students with Special Educational Needs has been developed in conjunction with the cluster local core offer in order to provide a consistent response to all students and families in our care.

This local offer will provide clear, comprehensive and accessible information concerning the provision made for students with SEND. It also forms part of the Norfolk Local Offer for learners with SEN.

# Adaptations to the curriculum and learning environment for pupils with Special Educational Needs

- All staff are trained to adapt lessons to enable every student to learn at their own pace and in their own way.
- Additional resources are created or provided as required.
- Staff are trained to adapt lessons to a range of specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs and behavioural, emotional and social difficulties.

# Our school's approach to teaching SEND

Our high quality teaching includes:

- Our lessons are structured to support SEND students with routines.
- Pupils are greeted by the teacher when arriving at the classroom.
- There will be a retrieval quiz in lessons to check for understanding.
- We will support students with scaffolding and model answers.
- We will support pupils to become independent and autonomous learners.
- Pupils set for their core lessons according to their ability.
- We have a number of transitions throughout the school day. We can support students with transitions with visual timetables if needed. There are warning bells so students are clear on times to transition between lessons and breaks.
- Other practical ways we support students (this is not a complete list):
  - Overlays, coloured paper and exercise books
  - Larger text
  - 1:1 TA Support
  - Pastoral Support
  - Time out cards
  - Adapted cooking equipment
  - E-books provided by RNIB
  - Reading pens
  - Laptops
  - Interventions – spelling, reading, emotional regulation, handwriting, touch typing, to name a few
  - Exam access arrangements – prompts, quiet spaces, reading pen, scribes, 25% extra time

# Supporting SEND Learners

- We run planned interventions by need:
  - Spelling
  - Reading
  - Emotional Regulation
  - Socially Speaking
  - Handwriting
  - Touch typing
  - Lego therapy
- We will work with outside agencies, for example:
  - Physiotherapy
  - SALT - Speech and language Teams
  - ATT – Access Through Technology
  - Autism Champions
  - Wellbeing Support Workers
- Other ways we support students:
  - Accessible classrooms
  - Accessible texts via RNIB



# Arrangements for assessing and reviewing the progress of pupil's with SEND

## Assessment:

Effective assessment systems are implemented as early as possible in conjunction with other agencies by:

- Encouraging parents/carers and the cluster schools to work together to recognise and support students with special educational and disability needs at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.
- Ensuring that the cluster schools, in liaison with other agencies, meet statutory obligations to students with special educational and disability needs and their families within the prescribed timescales.
- Working with other agencies to implement Family Support Plans (FSP) as part of a co-ordinated and staged approach to early identification and intervention.

## Monitoring:

Monitoring progress is an integral part of teaching and leadership at St Clement's High School. Parents, carers, students and staff are all involved in reviewing the impact of interventions for learners with SEN. The 'assess, plan, do, review' model is followed to ensure that parents/carers and students are involved in each step. The SENDCO collates the impact data for interventions to ensure that they are effective. Whole school progress data for all students is collated and monitored by teachers, senior leaders and governors. Whole school and cluster data is also monitored by the Local Authority and Ofsted. Student progress towards target outcomes is assessed by:

- The use of tracking data to check that progress is good across the curriculum.
- Monitoring the progress of all students at least every half term by the Senior Leadership Team and SENDCo.
- For students with Statements of SEND or Education and Health Care Plans, the SENDCo and where possible the appropriate teachers and teaching assistants, discuss progress with parents at individual review meetings.

# Additional support for learning

Equipment/Resources for additional support:

- We use a range of individual and group programmes to assist learners according to their needs.
- Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the Local Authority SEND services.
- All learners should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.

# Funding

St Clements High School receives funding from the Local Authority to support the needs of students with SEN.

The funding received:

2019/20 was: £101,328.00

2020/21 was: £93,414.00



The funding for 2021/22 will be added once approved

Link to our budget share tracker:  
[Budget Share Tracker](#)

# Evaluation the effectiveness of provision

There is clearly a challenge to allocate resources and interventions with with the funding limitations.

Additional support for students will be allocated based on the evidence collated by the school.

St Clements follow the Education Endowment Fund (EEF) recommendations for provision planning, including TA deployment.

In general, interventions programmes are for six weeks that includes assessments at the beginning and end to assess their effectiveness and impact.

# How we enable pupils with Special Educational Needs to engage in the activities of the school together with students who do not have Special Educational Needs

We have a number of extra-curricular activities that take place at St Clements High School, ranging from after school clubs to residential trips abroad.

Reasonable adjustments are made to ensure that every young person is included in every aspect of school life.

We undertake risk assessments for all our pupils in conjunction with the school trip leader, parents, and any outside agency, where appropriate.

As a single storey school all our facilities are wheelchair accessible and we have a number of disabled facilities within school including a hoist in accessible toilets and parking bays.

# Support for Social Emotional, and Mental Health (SEMH) development of pupils with Special Educational Needs (SEN)

- St Clements High School have a whole school approach to the wellbeing of our young people.
- We have dedicated Key Stage Pastoral Officers who work pro-actively alongside our Student Welfare Officer to engage pupils in maintaining good mental health.
- We have developed a culture of talking about emotions and feelings through The Incredible 5-Point Scale which enables pupils to develop their emotional literacy skills.

# Consultation with parents and young people about Special Educational Needs and including them in provision planning

In accordance with the SEN Code of Practice St Clements High School believe that all parents of children with SEN should be treated as equal partners. We maintain a positive attitude to parents, provide user-friendly information and strive to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs.
- Access information, advice and support during the assessment process.



# Supporting pupils as they transition to their next phase of education

St Clements High School is committed to working in partnership with children, families and other providers to ensure positive transitions. Transition may be to a new class in school, a new teacher, moving to a new school or training provider or moving from school to employment.

Prior to admission to St Clements we liaise closely with other professionals who have had recent links with the pupil in the following ways:

- Annual Reviews in Year 5 and/or Year 6 will be attended where appropriate to support transition.
- Additional visits and discussions with parents and the child will be explored and where needed further transitional support during Year 6 will be included.
- For those with an EHCP and where there is sufficient time interventions can be planned and in place for the first weeks.
- Where a primary school has identified a child as having a SEN and additional support this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made the pupil removed from the SEN register.
- Where progress is not as expected the class teachers in conversation with the SENDCo will discuss further assessment and other interventions considered.

We also work closely with post 16 providers.

- In Year 10 and Year 11 pupils and families will be supported to make a firm decision for post 16 and to familiarise themselves with the new setting and invited to attend a Year 11 Careers Information evening.
- For those pupils with an EHCP joint planning and preparation for the next steps will be part of the preparing for adulthood review meetings from Year 9 to Year 11.
- All students with SEND have access to careers advice and those with an EHCP are provided with 1-1 Careers advice.

# Complaints and The Board of Governors

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, or SENDCo.

If this does not resolve the matter, parents should refer to the Headteacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

[St Clements High School Complaints Policy](#)