



Pupils at St. Clement's High School with Special Needs or Disabilities

Key Contacts

Mrs Kaye Bunting is St. Clement's High School's Special Educational Needs Coordinator (SENCO).

She can be contacted by email on senco@westnorfolkacademiestrust.co.uk or on 01553 828648.

Mrs Bunting is the Trust SENCO for West Norfolk Academies Trust and, as such, works across three schools. Email is the quickest way to make contact as she is not on site all of the time.

Mrs Caroline Chappell is the Trust Assistant SENCO, based at St. Clement's, and can be contacted for queries relating to the day-to-day operation of Special Needs provision on c.chappell@stclementshigh.org.uk or 01553 828648.

Headteacher: Mr Nigel Willingham

SEN Governor: Mr Malcolm Wood

St. Clement's High School can offer you:

- A mixed, all-ability school catering for the needs of pupils aged between 11-16 years and aiming to attain maximum achievement for every individual
- Someone to talk to; you can always speak to your child's Key Stage Pastoral Manager, Form Tutor, subject teacher, Head of Key Stage, a member of the Senior Leadership Team or the SENCO about any concerns you may have.
- A friendly, caring environment; we value the social and emotional aspects of learning and the development of personal attitudes and values as much as the academic aspects.
- Quality teaching; our teachers work to a very high standard and are very aware of the need to ensure that all pupils, with or without special educational needs and disabilities achieve the most they can.
- Staff who are well-versed in teaching and supporting pupils with learning difficulties and disabilities. We are committed to continuing professional development in order to further this expertise in types of Special Needs, disabilities and medical conditions.
- Access to specialist services; we can refer children to the Speech and Language Therapist, Educational Psychologist, Specialist Autism Support Teacher, School Health and Sensory Support Services amongst other specialists.

Identifying and supporting children with SEN at St. Clement's High School

When children start at St. Clement's High School, they join from a number of Primary settings and the transition systems ensure that we receive details of their progress and successes so far and any information on a special need or disability already identified by parents or health workers and education professionals. If this is the case, we work closely with the feeder school and family before the child joins us to make sure their transition to St. Clement's is as smooth as possible. Where children join us mid-year, similar procedures apply during our admissions process.

We recognise that all students are unique and develop at different rates. Any special need may not be evident until they have been in school for some time. Teachers and support staff are skilled in identifying difficulties and will highlight these to the SENCO who will analyse progress data and testing results and consider the 'bigger picture'.

Our learning environment caters for all children with various styles of teaching and learning, i.e. visual, auditory and 'hands on' (known as a kinaesthetic learning style).

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

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. These support and intervention programmes include:

- Accelerated Reader
- Literacy Mentoring
- Maths Mentoring
- Pastoral Mentoring
- ASDAN
- English and Maths Support Groups

We have a quiet, supervised space at break and lunchtimes for students requiring the facility.

For some learners we may want to seek advice from specialist teams. In our school and local area we have access to the following external specialists, some of which are traded services.

These include:

- Specialist Teacher
- Speech and Language Therapist
- Educational Psychologist

- Specialist Autism Support Assistant
- School Health
- Occupational Therapy
- Sensory Support Services (Vision and Hearing)
- Neuro-Developmental Service
- Access Through Technology

Members of staff receive training to help and support our pupils. This includes training in:

- ADHD
- Autistic Spectrum Conditions
- Selective Mutism
- Specific Learning Difficulties
- Epilepsy
- Epi-pen
- Diabetes
- First Aid Training

We are also equipped with a medical room, disabled toilets, single shower cubicles and hoists for pupils with physical disabilities, access needs or intimate care requirements.

Support for Learners

If a learner is identified as requiring SEN support, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is described on Learning Profiles which describe the interventions and actions that we undertake to support learners with SEN across the year groups. We review and modify the Learning Profiles (which include individual provision maps), regularly as our learners and their needs change.

Various strategies are used to adapt access to the curriculum including visual timetables, laptops, ICT support, positive behaviour reward systems, social and emotional support and coloured overlays/ exercise books.

When providing support that is “additional to” or “different from” we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do– providing the support – extra assistance for learning – as set out in the plan

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, parents or carers, teachers, SENCO and outside agencies can contribute to this review. This stage then informs the next cycle.

In classes where there are higher numbers of pupils with SEN, we make sure there are more adults.

We expect pupils with SEN to make progress and learn skills to become good citizens.

We teach our pupils with SEN the same learning objectives as their classmates but the work is differentiated to meet their needs.

We insist on clear boundaries for all pupils regardless of whether they have identified SEN or not.

Identifying children with a Special Educational Need or Disability

If a learner is identified as having SEN, we will provide provision that is **'additional to or different from'** the normal differentiated curriculum, intended to overcome the barrier to learning. Since September 2014, children's additional needs have been identified using the following four broad areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

Our SEN School Profile for 2019-2020

St. Clement's High School has 123 pupils (19%) with SEN-D (accurate at time of reporting) in Years 7 to 11, whose needs have been categorised and fall under the headings in the proportions shown here:

	% of total pupils with SEND	% of total school population
Cognition and Learning	67	13
Communication and Interaction	35	7
Social, Emotional and Mental Health	41	8
Sensory and/or Physical	24	5

It should be taken into consideration that some pupils will have multiple needs of different types.

Year Group	% of Year Group with SEND
7	20
8	24
9	17
10	24
11	12

15% of children with identified SEN-D have Education, Health and Care Plans (2.8% of the whole school population).

The Graduated Response

As a parent, you may have concerns about your child or they might have concerns themselves, or staff in school may have noticed some concerns.



If you are concerned please contact us – we can always find a convenient time to talk to you and see you. If we are concerned, a member of staff will contact you. Students are welcome to come to see us with their own worries about their progress.



School may carry out observations and/or assessments to get a clearer picture of your child. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan for your child where they will be given specific targets to work on and possibly special resources and support. This plan will normally be in place for one term.



After about one term, we will meet with you for a review to see if the plan is working. If it is – brilliant! If not, we may put your child on the Special Educational Needs (SEN) Register. Your child will be monitored regularly in liaison with their teachers and through progress data, Behaviour and Achievement data and possibly through further observation.



Sometimes we need to ask for outside agencies to work with your child. This will be one of the specialist services mentioned earlier; you will always be asked before we involve anyone.



If, in exceptional circumstances, your child still does not make enough progress, we may have to ask the Local Authority for additional support for your child. We always try to help parents at every stage but you can also get advice and information from Norfolk SEN-D Partnership, Woodside Road, Norwich, NR7 9QL Tel: 01603 704070 or you can contact via e-mail: sendpartnership.iass@norfolk.gov.uk

Funding

When a child's needs are viewed as exceptional and their need cannot be fully met within our own school budget, an application can be made to the Local Authority for Top Up Funding. These applications are made by the SENCO and Headteacher of our school. If the Local authority agrees to this additional funding then the money is released to our school to use in our proposed way. This may be in the form of equipment, resources, training for staff, specialist advice and support, or some direct adult support for a pair or group of children with the same need, or support for an individual child. Parents will be informed if applications for funding are to be made and of the outcome of the application. Further funding may be necessary and subsequent applications can be made following a review of the impact.

For students with EHCPs, we are required to 'band' the level of need of each student and the Local Authority allocates funding according to the identified level of need.

How we find out if this is effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN and all aspects of a child's academic progress.

Before any additional provision is selected to help a child, the SENCO, teachers, parent/carer and learner agree what they expect to be different following an intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place but the EHCP will also be formally reviewed annually.

The SENCO and Leadership Team collate the impact data of interventions, to ensure that your child receives a high quality provision. Progress data of all learners is collated by the whole

school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and OFSTED.

Equal Opportunities for all pupils

All staff at St. Clement's High School recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEN-D, within the curriculum and with extra-curricular activities. Please contact our school's SENCO or Headteacher for further advice and support for specific requirements.

Our whole school policies on behaviour and equality ensure that arrangements are made to support children with SEN-D and that measures are in place to prevent bullying.

Transition Arrangements

If your child has an EHCP, the SENCO will be invited to the Annual Review by the feeder school during Year 6 and sometimes as early as Year 5 if there are queries around whether mainstream education is appropriate. This enables us to start building a successful relationship with you and your child and to gain an insight into their successes and areas of need. The feeder school will talk to the SENCO and share any information regarding any SEN-D or other issues.

In addition to this, your child will attend additional transition support sessions for vulnerable learners between May Half-Term and the Taster Day in June. We can also discuss the need for any further visits or tours if appropriate for your child.

If your child has SEN-D or areas of concern but does not have an EHCP, our SENCO will liaise with your child's school to share information in order to ensure a smooth transfer. They might be included in an extra transition session to build their confidence before the Taster Days.

If a young person in Year 11 at St. Clement's moves into Further Education, such as with the College of West Anglia, we will ensure that, with your consent, information about their needs and the provision they have received is sent to the appropriate member of staff within the new setting, following communication throughout the application process.

Assessing your child

Current version: January 2020

Your child will be monitored and assessed to get the whole picture of them. This will be carried out through regular assessment and tracking within each Department. We may carry out more specific assessments if we feel your child might have an area of difficulty. The assessments used might include:

- Non-Verbal Reasoning Test
- Star Test (Accelerated Reader)
- Youngs Spelling
- Group Reading Test II
- Wide Ranging Achievement Test 5 (Reading)
- Wide Ranging Achievement Test 5 (Comprehension)
- Wide Ranging Achievement Test 5 (Spelling)
- Wide Ranging Achievement Test 5 (Numeracy)
- British Picture Vocabulary Scale (Receptive Vocabulary)

If your child needs special Access Arrangements in their exams at Key Stage 4 e.g. someone to read or write for them or extra time to complete exams, they will be assessed by a Specialist Teacher as some diagnostic assessments have to be carried out by a qualified practitioner. These tests will also look at Processing Speed and pace of working as well as basic literacy skills. We will write to you to ask your permission to refer to the Specialist Teacher if your child needs an assessment of this kind.

Local Offer

Information on Norfolk's Local Offer can be found on the Norfolk website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk County Council
County Hall
Martineau Lane
Norwich
Norfolk NR1 2DH
Tel: **0344 800 8020**
Email: information@norfolk.gov.uk

Complaints procedure for parents of pupils with SEN concerning the provision made at the school:

If you are unhappy with the support your child is getting, you should discuss your concerns with your child's Form Tutor, Subject Teacher or Head of Key Stage. Teachers and parents working together can often provide solutions to any concerns you may have.

If you are still unhappy, you should contact the school office to make an appointment with Mrs Kaye Bunting, SEN Co-ordinator, about the way the school is meeting your child's needs. If you are still dissatisfied, you should contact the school office to make an appointment to meet with the Headteacher, Mr Nigel Willingham.

If you have followed all the steps above and still feel the school is not meeting your child's needs, you can write to the Chair of Governors via the school office. This letter will be given to the Chair of Governors and you will receive an acknowledgment within 36 hours.

You can also talk to Norfolk SEN-D Partnership who can provide information and support for parents/carers of children with special educational needs.

If your child has an Education, Health and Care Plan, you can also contact Ms Michele Carey, EHCP Coordinator at Norfolk County Council.