



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

Introduction

Welcome to our SEN and D Local Offer Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability (SEN and D). All governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN and D. The information must be updated annually. The required information is set out in the Children's and Families Act and the Special Educational Needs Code of Practice 0 to 25, which can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

www.education.gov.uk/a00221161/children-families-bill

The Children's and Families Act and The Special Educational Needs Code of Practice 0 to 25, January 2015, puts pupils and parents at the heart of discussions and outcomes about the support that is offered, ensuring everyone works together closely. This is a more person-centred approach built around the child and their family. At St. Clement's High School we are committed to working together with all members of the school community. This Information Report has been produced with pupils, parents/carers, governors and members of staff. We would welcome your future involvement in the review of our offer, so please contact us.

Headteacher: Mr Nigel Willingham

SEN and D Co-ordinator: Mrs Kaye Bunting

SEN and D Governor: Mrs Barbara Durrant

Our school's approach to teaching pupils with SEN

At St. Clement's High School we believe in participation for all. We want all adults to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible to meet the needs of all members of our school community. We monitor progress of all our learners. Our staff continually assess to ensure learning is taking place.

All pupils with SEN and D are taught alongside mainstream pupils. At times, where appropriate, children with SEN and D will be withdrawn for specific intervention.

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

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- We expect pupils with SEN and D to make progress and learn skills to become good citizens.
- We teach our pupils with SEN and D 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 and D or not.

Our school adapts the curriculum and learning environment for pupils with SEN and D in the following ways:

- We teach our pupils with SEN and D the same learning objectives as their mainstream classmates and the work is differentiated to meet their needs through the 'Success Criteria.'
- We have some disabled access facilities for wheelchair users.
- Pupils with visual stress are provided with coloured overlays or coloured pages in their exercise books.
- Teachers use various strategies to adapt access to the curriculum, this may include using: Visual timetables, writing frames, technology or alternative recording devices, peer buddy systems, positive behaviour rewards systems.

Additional support for learning available to pupils with SEN:

- We take advice from our Specialist Support Teacher where additional support is required.
- Following a recommendation from the Specialist Support Teacher to make a referral to the Educational Psychologist, we allocate time on a needs basis.

The emotional and social development of pupils with SEN and D are supported in the following ways:

- A dedicated pastoral team who are office based and available throughout the day
- Links to external agencies, including School Health, for referrals to support emotional well-being.
- As need arises, other staff will act as mentors.
- We are seeking to appoint a member of staff to provide specific intervention around behaviour, social skills and attitudes.

SEN and D provision at our school this year:

- Moderate Learning Difficulties
- Dyspraxia
- Dyslexia
- ADHD (Attention Deficit Hyperactivity Disorder)
- Asperger's Syndrome
- ASD (Autistic Spectrum Disorder)
- Social, Emotional, Mental Health and Behavioural needs
- Speech and Language
- Global Developmental Delay
- Sensory Impairment
- Physical and Medical Needs

Identification and assessment of pupils with SEN and D:

At different times in their school career, a child or a young person may have a special educational need or disability. The Code of Practice defines SEN and D as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'*

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 2017-2018

St. Clement's High School has 112 pupils (18%) 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	58	11
Communication and Interaction	24	4
Social, Emotional and Mental Health	34	6
Sensory and/or Physical	28	5

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

16% of children with identified SEN-D have Education, Health and Care Plans or Statements awaiting conversion to EHCPs (2.9% of the whole school population).

Our cluster policy for identification and assessment is as follows:

All cluster schools wishing to access additional SEND funding for pupils will need to make sure the following system is adhered to: It is crucial all cluster schools use the same identification process for funds to be allocated fairly and to ensure the funds reach the pupils for which they are intended.

To ensure consistency of judgement, St Clements Cluster allocation meetings involve all headteachers and a governor representative from each school. Headteachers can also bring their school's SENCO where the headteacher feels it is necessary. The SENCO is only there in an advisory capacity and not part of the decision making process.

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The agreed system is as follows:

1. Each cluster school identifies their pupils whose needs cannot be met through good quality first teaching and/or using the SEND memorandum budget allocated directly to schools.
2. Headteachers must present their requests to the cluster supported by recognised outside agencies such as Norfolk Community Health and Care, Educational Psychology reports to confirm need. Additional evidence could include incident logs/ work samples etc.
3. Each case is discussed by the panel and funding agreed where appropriate with the understanding all allocated funding must be used to benefit the pupil for whom it was requested and the understanding all schools will be required to complete and submit the Cluster impact form at the end of the year or sooner where short term funding has been requested.
4. If schools fail to demonstrate positive impact from their allocated funding, it must be understood the funding could be withdrawn. Schools consistently failing to show positive impact run the risk of having no further funding allocated to their school.
5. All schools must declare honestly where pupils no longer need the same level of funding so this funding can be directed to support the pupils needing it most. This section of the policy makes it clear to parents and carers that SEN funding is not guaranteed to stay with their child especially where clear progress indicates it is no longer necessary.
6. This policy will be reviewed annually or sooner if local or national policy changes.

We evaluate the effectiveness of our provision for pupils with SEN and D in the following ways:

- Measuring the amount of progress made by our pupils with SEN and D from the beginning of a programme of intervention and at the end.
- Discussing how pupils and parents feel before and after a programme of intervention.
- Evaluating if the success is likely to be permanent or something which will not be ongoing without continued intervention.
- Studying patterns in records such as incident logs, attendance and intervention records.

We assess and review the progress of pupils with SEN and D in the following ways:

- Our teachers and SEN and D Co-ordinator collect an overview of how well pupils with SEN and D make progress through interventions. This information is the amount of progress made from the beginning to the end of a programme.
- Our teachers and SEN and D Co-ordinator uses an assessment tracker to make sure all pupils with SEN and D are on track to make expected progress from their starting points and to identify pupils at risk of falling behind without additional support and intervention.
- All teachers monitor their pupils' progress and discuss with Heads of Department and other senior staff. Where pupils have not made expected or sufficient progress, they will be referred for additional intervention.
- Governors receive termly reports on the progress of groups of pupils including pupils with SEN and D and our lead governor for SEN and D attends review meetings in school to ensure the needs of pupils with SEN and D are being met and appropriate funds are allocated to do this.

Contact details of the SEN and D lead co-ordinators:

Mrs Kaye Bunting, SEN-D Co-ordinator: senco@westnorfolkacademiestrust.co.uk, 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.

Equipment and facilities to support children and young people with SEN will be secured in the following way:

When a pupil's needs and the ways in which these can be met have been identified, the SEN team advises the Headteacher of appropriate equipment and facilities. If the school budget can meet the cost of these, they will be purchased from the most cost effective provider. If the school cannot meet the expense of the equipment or facilities, the Headteacher will make a request to the St Clement's Cluster of Schools. If the Cluster cannot meet the expense, the Chair of Cluster makes an application to Children's Services for exceptional funding.

Arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:

Parents are invited at least termly to meet with a key member of staff to plan and review the provision. Parents are encouraged to discuss their child's progress with their Form Tutor, Head of Year or Subject Teacher.

Arrangements for consulting children with SEN and D about, and involving them in, their education:

This is achieved through:

- Pupil questionnaires
- Feedback

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 Year. 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 and D Co-ordinator, about the way the school is meeting your child's needs. If you are still unhappy, 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 24 hours.

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

If your child has a Statement or Education, Health Care Plan, you can also contact Mrs Esther Pike, EHCP Coordinator at Norfolk County Council.

If after this you are still not happy with the support your child is receiving and you have talked through your child's needs with Norfolk SEND Partnership and you are still not satisfied; you could consider how mediation could help by following the advice on the following web page:

[http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/Support_for_families/NCC103416](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/Support_for_families/NCC103416)

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?

This is delegated to the Headteacher as part of the day to day running of the school. However, the Headteacher is required to report to governors about the success of the SEN and D policy. This termly report includes the involvement of external agencies. The governing body nominates a named governor to oversee the work of the SEN and D team.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At St. Clements High School in 2014-15 we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all and ensure that we are compliant with 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'.

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 his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Supporting Needs at Phase Transfer (Year 6 into Year 7 and Year 11 into Post-16)

If your child has a Statement or EHCP, the SENCO will be invited to the Annual Review by the feeder school during Year 6. This enables us to start building a successful relationship with you, 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 issue.

In addition to this, your child will attend some transition support sessions in the Summer Term leading up to the Taster Day. 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 Day.

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When a young person in Year 11 moves onto another provider, such as the College of West Anglia or a school-based Sixth Form, we will ensure that 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.

Have Your Say

St. Clement's High School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This Information Report declares our annual offer to learners with SEN-D, but to be effective it needs the views of all parents/carers, learners, governors and staff, so please engage with our annual process to 'assess, plan, do and review' provision for SEN.

Useful links:

Norfolk County Council Schools SEN

<http://www.schools.norfolk.gov.uk/SEN>

SEND Partnership

<http://www.norfolksendpartnershiass.org.uk/index.html>

For further information about what is on offer from the local authority:

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

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