**SEND Information Report 2025**

* 1. **The kinds of SEN that are provided for:**

**Definitions:**

**Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

**The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

| Area of need | Description of Need |
| --- | --- |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:  Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia  Moderate learning difficulties  Severe learning difficulties  Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:  Mental health difficulties such as anxiety, depression or an eating disorder  Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder  Suffered adverse childhood experiences  These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:  A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment  A physical impairment  These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

St. Clare’s currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate and severe learning difficulties

**1.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

In order to help children with special educational needs, St. Clare’s will adopt a graduated response, which is led and co-ordinated by the SENDCO working with and supporting individual practitioners in the setting as outlined in “The Code of Practice (2014)” [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN list with parental permission. The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school’s differentiated curriculum and the child will be given individual learning targets (IEPs) which will be worked on regularly throughout the week. These targets will be monitored by the class teacher and teaching assistants in collaboration. The TA will review these with the young person and the Class teacher will review these formally with the parents and new targets will be set.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child’s previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**The following screening procedures are used to identify possible SEN**

Reception – On entry; all pupils are screen for possible S&L difficulties using WELCOMM

Year 3 – In December all pupils are screened for dyslexia and any pupil new to the school.

**Observation**

Teacher and TAs consult with the SENDco and Inclusion Lead if they notice students who may need specialist help during the school year. These concerns are logged on CPOMs for the SENDco or Inclusion Lead to respond.

A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

**Curriculum Support [Provision] is achieved by:**

* Identifying and assessing individual student's needs
* Reporting of students' needs to all members of school staff
* Providing an appropriate curriculum, taking into account
* National Curriculum
* Continuity and progression
* Delivering an appropriate curriculum, taking into account
* Suitable teaching materials
* Effective, differentiated teaching strategies
* A supportive learning environment
* Encouraging a positive self-image
* Providing learning support through
* Curriculum development
* Support teaching
* Bespoke training
* Interventions to support pupils with SEND. [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen)
* Using outside agencies where necessary and appropriate
* Monitoring individual progress and making revisions where necessary
* Ensuring that parents / carers understand the process and involving them in the support of their child’s learning
* Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
* Teaching Assistants and teachers collaborate effectively
* Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures
* Provide training where necessary to improve the knowledge and skills of teachers/TAs to support learners with SEND

**Progress**

Pupil progress of all pupils is closely tracked throughout the year; interventions are pupils who fall behind or fail to make progress. When St. Clare’s identify a child as having SEN, parents will be informed and a graduated approach with four stages of action: assess, plan, do and review will be used. We will work in partnership with parents to establish the support the child needs.

**Assessment**

In identifying a child as needing SEN support, the practitioner, SENDCO and the child’s parents, will have carried out an analysis of the child’s needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or

no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents’ agreement.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better their previous rate of progress

Fails to close the attainment gap between them and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil’s parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**If a pupil is joining the school, and:**

* Their previous setting has already identified that they have SEN
* They are known to external agencies
* They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

**Consulting and involving pupils and parents:**

St. Clare’s will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

Everyone develops a good understanding of the pupil’s areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

**At St. Clare’s we screen pupil for possible SEND at various points in their school journey. The screening procedures we use and when are:**

**Reception** – On entry; all pupils are screened for possible S&L difficulties using WELCOMM

**Year 3** – In December all pupils are screened for dyslexia and any pupil new to the school.

**1.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s internal CPOM record.

We will formally notify parents by letter when it is decided that a pupil will receive SEN support and parents will be asked to sign and return this, agreeing to SEND support.

**1.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will assess pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment or behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

Where the pupils have more complex or significant SEND a formal **assess, plan, do, review** document will be completed by the class teacher in consultation with the SENDco and shared with parents**.**

**1.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We support transition in the following ways:

* Personalised Social Stories
* Additional visits to the pupils next phase in education
* Meeting with new schools where appropriate to share information
* Transferring all information held to new school

**1.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. SEND pupils will be supported with their learning in the following ways:

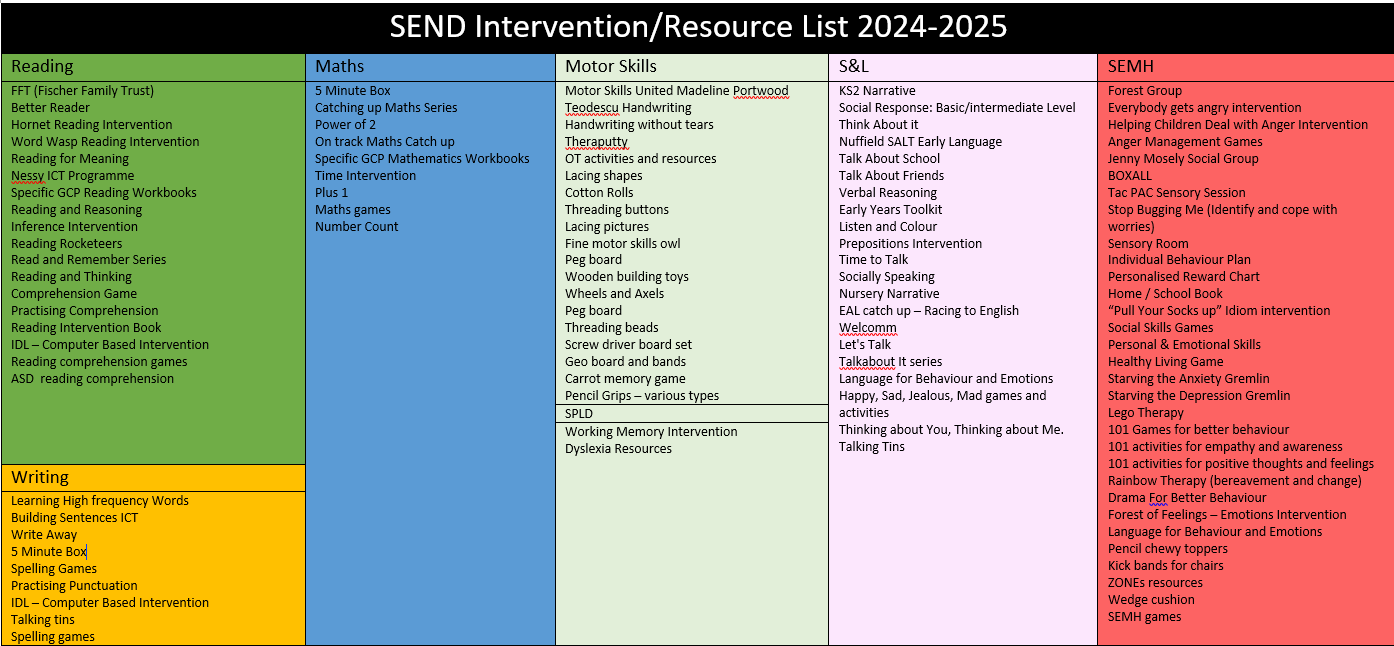
* Activities may be adapted for individual pupils.
* Additional scaffolding for SEND pupils may be given e.g. writing frames
* Resources to support their learning be given e.g. wordbanks, concrete math’s equipment, visual resources,
* Pre teaching new learning and vocabulary.
* Individualised resources e.g laptop, writing slope, pencil grips

**1.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Personalising the curriculum that is taught.

Below is a list of all the resources and interventions St. Clare’s currently provide to support pupils in school.

**1.8 Additional support for learning**

St. Clare’s R.C. Primary School currently employs 38 teaching assistants. We have teaching assistants specifically trained to deliver interventions such as:

* FFT
* Better Reader
* Numbers Count
* RWI
* Forest School
* NELI
* WELCOMM
* SALT
* ELKLAN
* 1st Class@Number

For pupils in receipt of an EHCP school will use its delegated budget and the additional element 3 funding given to school by the Local Authority to ensure the pupil’s needs set out in Section E of the EHCP are met. This will be done in a range of ways by implementing the strategies/provision set out in Section F of the EHCP. The EHCP will be reviewed annually.

Teaching assistants will support pupils in small groups during Literacy and Numeracy as well as deliver identified and bespoke interventions for identified pupils.

Teaching assistants will also deliver additional booster sessions before and after school for identified pupils whose attainment or progress is below the school’s expectations. These are changed after each assessment point.

**1.9 Expertise and training of staff**

St. Clare’s SENDCO has 24 years’ experience as a SENDco. She has worked as a class teacher in EYFS, KS1 and KS2 prior to her appointment at St. Clare’s.

J. O’Keefe is non-class based and so is able to manage her time effectively to manage SEN provision.

We have a team of 34 teaching assistants which include 2 higher level teaching assistants (HLTAs).

Each year the SENDco looks at relevant training and some TAs receive training based on the needs of the school. All training is reported in the governors reports which is also shared on the school website. [SEN WEBPAGE](https://www.st-clares.manchester.sch.uk/parents/sen)

**2.0 Securing equipment and facilities**

Some SEND resources are stored in a cupboard in the KS2 building on the main link corridor. SEND resources are also in every class to support pupils with their learning.

SEND iPads and laptops are secured in class safely and are the responsibility of either the pupil’s 1:1 or the class teacher if the pupil does not have a 1:1.

**2.1 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Regularly reviewing the impact of interventions
* Using pupil questionnaires
* Monitoring by the SENDCO and/or SLT
* Using provision maps to measure progress
* Holding annual reviews for pupils with EHC plans
* Producing reports to the governing body standards committee three times yearly

**2.2 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils regardless of their SEND; including our breakfast club provision and after-school clubs.

All SEND pupils are encouraged to go on our residential trip to Condover in Year 6.

All SEND pupils are encouraged to take part in all activities available to them e.g. sports day / school plays / special workshops / forest school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of SEND and disabled pupils is in line with our agreed admissions policy.

To support pupils with disabilities we have an accessibility policy which covers:

* + Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
  + Improving the availability of accessible information to disabled pupils.

**2.3 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEND are encouraged to represent the school.
* We have a zero tolerance approach to bullying.

St. Clare’s have a number of interventions that support SEND pupils with social, emotional needs. These are listed above:

**2.4 Working with other agencies**

At St. Clare’s we work with the following agencies to provide support for pupils with SEND:

* Educational Psychologist
* Speech and Language Therapist
* Occupational Therapist
* Early Help
* CAMHs
* Youth Zone – Manchester
* Play therapy
* Health
* Children’s Services
* Outreach
* RHOSEY

**2.5 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance and then if the complainant is not satisfied this is then escalated to the SENDCO and / or Head teacher. If a satisfactory resolution is not found they will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**2.6 Contact details of support services for parents of pupils with SEN**

Support services available in Manchester to support parent with SEND are:

 Information Advice and Support Service: [IASM](https://secure.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester)

Manchester Directory of Support: [Manchester Directory of Support](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0)

**2.7 The local authority local offer**

St. Clare’s Local Offer is published here: [Local Offer](https://www.st-clares.manchester.sch.uk/parents/sen)

Our local authority’s local offer is published here: [Manchester Local Offer](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0)

**2.8 Links with other policies and documents which can all be found on the school website** [**St. Clare's Website**](https://www.st-clares.manchester.sch.uk/)

This Information Report links to the following documents

* Accessibility plan
* Behaviour policy
* Equality information and objectives
* Supporting pupils with medical conditions policy
* Teaching and Learning Policy

**2.9 Contact details for SENDco**

Mrs. Joanne O’Keefe

Email: [j.okeefe@st-clares.manchester.sch.uk](mailto:j.okeefe@st-clares.manchester.sch.uk)

Telephone: 0161 740 4993

*This SEND information report will be reviewed by* ***Mrs Joanne O’Keefe*** *each year and be shared with the full governing body. The SEND information report will then be published on the school SEND page on the website:* [SEN WEBPAGE](https://www.st-clares.manchester.sch.uk/parents/sen)