

**Saint Clare's Catholic Primary School
Annual Report 2021**

At St Clare's Catholic Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

SEND School Profile

The percentage of children with SEN in the school population is 3.9%

Autumn 2021	
SEN Support	8
Statement/EHC	2

SEND Profile per Year

	Rec	1	2	3	4	5	6
SEN Support			1	1	2		3
Statement/EHC		1		1			

Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Carry out induction visits for all Reception pupils
2. Attend all transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers then write an intervention plan, clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level.

Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning, celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

SEND Budget

Money is spent on supporting individual pupils with a statement through:

- 1:1 TA support
- Specialist resources
- CPD for TAs supporting individual needs.

The school budget, received from Lancashire County Council, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND CPD for all staff
- Resources
- Support and advice from outside agencies.
- Effective use of Mrs Tattersall as an SLE and a wealth of expertise.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed.
- Identification of specific needs for individuals and ensure that staff receive the training to be able to effectively support their key learning.

Key Priorities for 2021-2022

Ensure pupils with SEN make at least average progress in each year group.

- SENCO leading staff meetings to teachers including PIVATS and IEP training
- Ensure staff have the necessary knowledge and skills to teach and include all pupils with SEN Sensory issues
- Update SEN register and provision Induction of new TAs.