

St. Clement's C.of E. Academy School Offer



What kinds of SEN does the school make provision for? What type of provision does the school make and how do they know it works?

In our school we make provision for all pupils with special educational needs and disabilities (**SEND**). A pupil has SEND where their learning difficulty or disability calls for special educational needs provision that is provision from, and additional to, what is normally available to pupils of the same age. Learning difficulties or disabilities fall into 4 areas. We know that some children will have difficulty in more than one area and will do our best to meet their needs. The table below explains those areas, the support our school can give and how as a school we know it is working.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means activities are planned according to the level the pupil is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles, as well as levels of adult support.

<i>Types of need and what it could look like</i>	<i>Examples of support available in our school</i>	<i>How we check it's working</i>
COMMUNICATION AND INTERACTION		
<p>Pupils who find it difficult interacting with the world around them.</p> <p>Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> • Talking to other adults and children when in a group • Talking about a topic they haven't chosen to talk about 	<ul style="list-style-type: none"> • Attention Autism program • WELLCOMM language intervention • Visual timetables • Use resources in the classroom to help the pupil understand or deal with things that are happening e.g. choices, social stories • Observations, advice and intervention from Speech and language therapist • Observations and advice from Communication Autism Team. 	<ul style="list-style-type: none"> • Through observations of the pupil to see if they are communicating or acting differently • By monitoring whether the pupil's targets have been achieved • Through discussion with the adults who work with the pupil

<ul style="list-style-type: none"> • Making friends • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Communicating what they are thinking • Understanding what people mean when they are talking 	<ul style="list-style-type: none"> • Individual targets are set to help show what the pupil needs help with • Colourful Semantics intervention • Widgit visual supports • Makaton sign language • Augmentative and Alternative Communication aids to support children with language needs • Attention Autism intervention • Plus 1 Maths intervention • Lego Therapy 	<ul style="list-style-type: none"> • Through discussions with parents • Through discussions with the pupil themselves • Checking if targets are being met
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COGNITION AND LEARNING

<p>Pupils who find learning, thinking, and understanding harder than most other pupils.</p> <p>Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> • The length of time it takes them to learn a new skill • Remembering important words for reading and times tables • Understanding how to use letter sounds to read and spell words • Needing more time to think through their answers 	<ul style="list-style-type: none"> • ITP targets from language and literacy continuums and Maths toolkit support small step learning. • Use of IDL, an online learning platform. • Small group support • Information presented in a different way • Appropriate opportunities to present their work eg, orally. • Catch up interventions • TEACCH trays that support children to work independently on adult-led tasks • Adaptive teaching strategies • Differentiated learning, where appropriate • Advice and support from the Pupil and School Support Team • Word Wasp Intervention • Precision Teaching • Phonics intervention 	<ul style="list-style-type: none"> • By monitoring whether the pupil's targets have been achieved • Through discussion with the adults who work with the pupil • Through discussions with parents • Through discussions with the pupil themselves • Use of the school tracking system to monitor the progress that has been made
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SOCIAL, EMOTIONAL and MENTAL HEALTH ISSUES

Pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Some of the difficulties these pupils may have are:

- Following rules set by others
- Sitting still for very long
- Listening to and following instructions
- Understanding how they are feeling
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for their actions

- Advice from professionals and specialist staff trained to give advice to adults working with the pupils
- Extra support can be given in a small group by an adult to help the pupil learn strategies to cope
- 1:1 mentoring or group mentoring
- Drawing and Talking therapy
- Individual targets set to help show what the pupil needs help with
- Forest School Sessions
- Wellbeing and Mindfulness Group
- 'Being Active' positive mental wellbeing through sport
- Talk Time Social Skills Group for EYFS
- 6's and 7's Social Skills Group for KS1
- KS2 Social Groups – unique focus relating to the needs of the children, e.g. Lego, Arts, gardening
- Signposting to outside agencies
- Family Support
- Opportunity to be involved in wider school groups and community activities – Junior PCSO's, Prefects, UNICEF Committee, Eco Council and Volunteer Groups
- Developing good relationships and all actions taken being based on our Christian Ethos

- Observations of the pupil
- Through discussions with the adult who works with the pupil
- Through discussions with parents
- Through discussions with the pupil themselves

SENSORY and/or PHYSICAL NEEDS

<p>Pupils who have a disability that may make it difficult for them to manage their everyday life without support. This may be because of hearing or visual difficulties, physical difficulties or other medical needs.</p> <p>Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards • Require a walking aid or wheelchair to move around • Using equipment without changes or support • Taking medication without adults helping them 	<ul style="list-style-type: none"> • Seek professional advice from specialist staff and outreach services such as VI, HI, physiotherapy • Specialist equipment • Adaptations to school environment and the curriculum • Accessibility plans • Use of technology to make learning accessible • Dark lined books • Access to books through RNIB • Enlarged fonts for reading • Touch-typing intervention 	<ul style="list-style-type: none"> • Monitoring that the pupil has full access to a broad and varied curriculum • Observations of the pupil within the school environment • Through discussions with adults who work with the pupil • Through discussions with parents • Through discussions with the pupil
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Medical Needs

Pupils with medical conditions are not automatically SEND. Individual health care or management plans will normally specify the type and level of support required to meet the medical needs of such pupils. If a pupil with medical needs also has SEND, such as those outlined above in the table, then school will work closely with the medical professionals to set targets.

How does the school identify and assess SEND?

In school we use a variety of different ways to assess whether a pupil has SEND. Some of these ways include:

- *Observations*
- *School based test results*
- *Information from parents and carers*
- *Information from the pupil*
- *Specialist assessment carried out by the school support services*
- *Information from previous settings*
- *Discussions with staff who work with the pupil*

Once a pupil is identified as having SEND a graduated approach to support is taken. The pupil's needs will be first assessed; support will be planned and then carried out and reviewed. At the review any necessary changes will be made.

How does the school monitor how much progress is being made by pupils with SEND?

All pupils are tracked termly through school based assessments and teacher observations. Formal assessments are used at the end of each year in Key Stage 2. In addition, pupils with SEND are tracked using the Birmingham Language and Literacy Continuum and Maths Toolkits, which support assessment when a pupil is making smaller steps of progress. SEND pupils are set individual targets that are reviewed at least 3 times a year. These

reviews take place with parents, so you are always informed about targets. This helps the school to monitor how well interventions are working; the progress of each pupil is discussed at pupil progress meetings with the classteachers, Head Teacher, Deputy Head teacher and SENCo when required. Progress might not always be academic. Specialist assessments from outside agencies, such as Speech and Language or The Communication Autism team, may provide targets that support social interaction or language. These targets are monitored by the SENCO at pupil progress meetings and in termly reviews.

What extra-curricular activities can a pupil with SEND access when at school?

All children have access to any extra-curricular activities in school. Where appropriate and possible, any adjustments will be made to Extra Curricular activities to ensure pupils with SEND are fully included.

Does the school have a Special Educational Needs Co-ordinator (SENCo)? If so, who are they, and how can someone get in touch with them?

The SENCO at St. Clement's C.of E. Academy is Mrs Catherine Opong

You can arrange a time to see her by popping into school, or telephoning her on 0121 464 4652, or by email at: [ma](mailto:ma.c.opong@stclements.bdmad.org.uk)

c.opong@stclements.bdmad.org.uk or SENDCO@stclemce.bham.sch.uk

What training do the staff have in relation to SEND?

In our school we believe that all staff should be involved in supporting pupils with SEND and so we ensure the staff have training to help them do this. Every year/ when appropriate, the staff have the following training:

- Safeguarding
- Epi-Pen

- *Asthma*
- *Autism Level 1*
- *WRAP*
- *Diabetes awareness*
- *Epilepsy awareness*

In addition to this this various staff have received training for different aspects of SEND, including:

- *SENCO has completed the National SENCO award.*
- *Pastoral manager - Thrive licensed practitioner training.*
- *Pastoral manager Trauma informed school training.*
- *Autism Level 2*
- *WELLCOMM language intervention*
- *Attention Autism*
- *Precision teaching*
- *First aid*
- *Mentoring*
- *Anger management*
- *Behaviour management*
- *Diabetes, Dexcom*

All staff receive regular CPD with SENCo as well as specialist training as needed from outside agency. TheSENCo also supports class teachers with planning where appropriate.

How does the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs specialist help, we can work with the following people to get this. We will speak to you before we contact any agency to talk to you about how they can help your child.

Agency or Service	Who they work with	How school can contact them
<i>Behaviour Support Service (BSS) Beacon</i>	<i>Pupils with emotional, social or mental health difficulties that impacts on their behaviour at school.</i>	<i>SENDSCO will contact</i>
<i>Communication and Autism Team (CAT)</i>	<i>Pupils who are being assessed or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties.</i>	<i>School have an allocated worker who they will contact after a parent or carer signs a referral form.</i>
<i>Educational Psychology Service (EPS)</i>	<i>For pupils with complex needs. An Educational Psychologist will always be involved with a pupil who is referred for an Education and Health Care Plan.</i>	<i>School use the services of a private Educational Psychologist when the need arises after a parent or carer signs a permission form.</i>
<i>Physical Disability Service (PDSS)</i>	<i>Pupils with physical disabilities which impact on their access to the school setting.</i>	<i>SENDSCO will contact.</i>
<i>Pupil and School Support (PSS)</i>	<i>Pupils who are working below the expected levels for their age. A Pupil and School Support Teacher will also work with staff in schools offering advice and training.</i>	<i>PSS teachers regularly visit schools. School will let parents or carers know if they need to work with the pupil.</i>
<i>Speech and Language Therapy Service (SALT)</i>	<i>Pupils who have a high level of speech and language difficulties.</i>	<i>School uses a private Speech and Language Therapy service and can refer a pupil to this service once parents or carers give their consent.</i>

<i>School Nurse</i>	<i>Pupils with medical needs, particularly when medication is needed.</i>	<i>A school nurse may be aware of your child's medical needs through your family doctor. School can refer a pupil to this service once parents or carers give their consent.</i>
<i>Birmingham Families and Safeguarding Team</i>	<i>Specialist Children's Social Care teams providing a range of services for children with complex needs.</i>	<i>School can refer to this service.</i>

How are parents of pupils with SEND involved in the education of their child?

Our school has an open-door policy for parents, where if you have any concerns or questions these can be discussed.

In addition, our school aims to regularly involve parents through a variety of different ways:

- Parents' evening
- Parent workshops
- Regular meetings with SENCO, class teacher and support staff
- Regular newsletters to inform you of what's happening in school
- Home reading logs
- Information on school website
- Signposting to parent groups and schemes
- Parents questionnaires
- Parent views on individual target plans (ITPs)
- Parents are given access to provision map online, where they can view active plans and pupil passports.

How are pupils with SEND involved in their education?

We aim to involve all pupils in their own education. For pupils with SEND we use a variety of strategies to support this including:

- Involvement of the pupil in review meetings
- Person Centred Reviews
- Supporting children to independently access specialist equipment
- Ensuring the pupil works with a range of partners
- Ensuring the pupil has a named adult they can go to if they need help
- School Council/ Children's Champions
- One page pupil profiles
- Visual timetables
- Communication cards

If a parent of a child with Special Educational Needs or Disability has a complaint about the school, how does the Governing Body deal with the complaint?

If you have a complaint about your child's needs/ provision please contact the class teacher or Mrs Opong, in the first instance, then if necessary Miss Shryane (Head Teacher) and we will do all we can to resolve the issue. Our school and Governing Body take complaints seriously and will act upon these on an individual basis. If for any reason you are unhappy with how the school has dealt with your complaint, then you can access the Trust Complaints policy for next steps.

How does the Governing Body involve other people in meeting the needs of pupils with SEND including support for their families?

At St. Clement's we have a Governor who is responsible for SEND – Mr John Pemberton and he meets regularly with the SENCo. During these meetings the SEND Governor will make sure that pupils are being supported by the right service both in and outside the school. The SEND Governor also visits the school, observes what is happening in the classroom and meets with class teachers, support staff and pupils. The Head Teacher report that is shared with the Governing Body, has a SEND section, so all Governors are aware of how SEND pupils are being supported in the school and how well this support is working. The Governing Body will challenge, support and advise the Head Teacher if appropriate provision is not being made.

Who are the support services that can help parents with pupils who have SEND?

Agency	How they support parents	How to contact them
<p>Special Educational Needs Parent Partnership Service (SENDIASS)</p>	<p><i>The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham.</i></p> <p><i>This information is designed to explain and help you understand the law and SEND procedures that affect you and your child. They can also provide you with information on other issues that may be useful.</i></p>	<p><i>Special Educational Needs Parent Partnership</i> <i>The POD</i> <i>28 Oliver Street</i> <i>Nechells</i> <i>Birmingham</i> <i>B7 4NX</i> Tel: 0121 303 5004</p> <p>Email: senparentpartnership@birmingham.gov.uk</p>
<p>Birmingham Families and Safeguarding Team</p>	<ul style="list-style-type: none"> • <i>The Family Support and Safeguarding Service provide services for children and families across Birmingham. The Family Support and Safeguarding Service is made up of:</i> • <i>Children’s centre staff and partner agencies (e.g. health visiting) providing services for all children</i> • <i>Family Support teams providing services for children with additional needs</i> • <i>Specialist Children’s Social Care teams providing services for children with complex needs</i> 	<p><i>You can contact the Family Support and Safeguarding Service via:</i> The Children’s Information and Advice Service Tel: 0121 303 1888.</p>

<p>Communication and Autism Team (CAT)</p>	<p><i>The Communication and Autism Team are an educational service, working in schools and settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with a child on the Autistic Spectrum.</i></p>	<p>Tel: 0121 303 1792 Email: a2eNorth@birmingham.gov.uk</p>
<p>Children and Adolescent Mental Health Service (CAMHS)</p>	<p><i>CAMHS is a mental health service for young people who live in Birmingham and who have a Birmingham GP.</i> http://www.youngminds.org.uk/for_parents</p>	<p>CAMHS Access Point 1 Printing House Street Birmingham B4 6DF Tel: 0121 333 9193</p>
<p>Educational Psychology Service (EPS)</p>	<p><i>Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings.</i></p>	<p><i>Inclusion and Support Education Centre</i> Perry Common Road Erdington Birmingham B23 7AT Tel: 0121 303 0100</p>
<p>Sure Start</p>	<p><i>Sure Start Centres are open to all parents, carers and children and many of the services are free. You can get help and advice on child and family health, parenting, money, training and employment.</i></p>	<p>www.gov.uk/find-sure-start-childrens-centre</p>
<p>Barnardos</p>	<p><i>Barnardos work directly with children, young people and their families. They run services, including</i></p>	<p>www.barnardos.org.uk</p>

	<i>counselling for children who have been abused, fostering and adoption services, vocational training and disability inclusion groups.</i>	<p>Brooklands Great Cornbow Halesowen, West Midlands, B63 3AB Tel: 0121 550 5271 / 6 Fax: 0121 550 2594</p>
Edward's Trust	<i>Support for children and families during serious illness and bereavement.</i>	<p>www.edwardstrust.org</p> <p>43a Calthorpe RoadEdgbaston Birmingham B15 1TS UK</p> <p>admin@edwardstrust.org</p> <p>kTel: 0121 454 1705</p>

How does the school support pupils with Special Educational Needs through transition?

We aim to make transition as easy as possible for the pupils in our school.

When starting at our school we:

- See the child in their current setting or make a home visit if appropriate. Meet with*
- or speak to staff at the pupil's previous school or setting.*
- Provide the pupil with a transition book of photographs of the key staff and areas around school, if appropriate. Read reports*
- from people who have worked with the pupil.*
- Arrange visits to our school before the pupil starts.*

- Give adults working with the pupil a one page profile describing the things that help to support them in school
- Where appropriate, when moving to a new year group we:
- Introduce the pupil to their new teacher individually.
- Arrange class visits to the new year group.
- Provide the pupil with a transition book that has photographs of key staff and areas around school to look at during the holidays.
- Talk to the pupil and their family to answer any questions about the new year group.
- Give any adults working with the child a one page profile describing the things that can support them in school.

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- Where appropriate, when moving to a new school we:
- Hold a person centred review (PCR) and invite key staff from the new school.
- Talk to key staff at the new school about things that will help the pupil to learn well and be happy.
- Arrange extra visits to the new school with a member of our staff.
- Talk to the pupil and their family so we can answer any questions they may have about the new school.

How parents find the Birmingham Local Authority's Offer?

The Birmingham Local Authority's Offer can be found at:

https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities