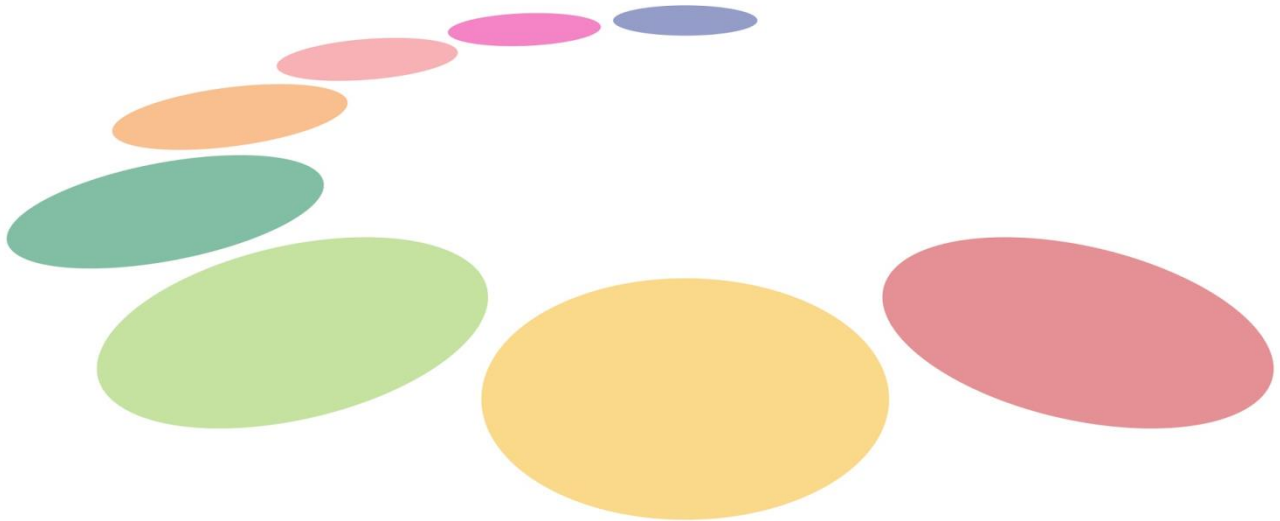


Claremont Primary School

SEND Information Report



The Six Principles of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

SEND Report for children with Special Educational Needs and Disabilities

We are a mainstream school for children aged 3 -11 years. Responsibility for co-ordinating the day to day operation of the SEND provision lies with The Special Educational Needs Coordinator (SENCo), Amy Killeen, Assistant Head for Inclusion. She is working towards the National Award for Special Educational Needs Coordination (NASENCO) and is contactable through the school office. Jenny SACH (EYFS AHT) has achieved the NASENCO award.

At Claremont Primary, the SEND governor is Judith Frankland. She meets termly with the Inclusion Team to gain an overview of the whole school picture for SEND and champion the education of children with SEND. She will do this by:

- Raising the awareness of SEND at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within Claremont and update the governing body on this.

As a school we believe that parents are an integral part of their child's education and we will always involve you in the decision making process.

How we identify children who may have SEND within our School

We monitor children's progress through ongoing assessment and tracking and termly pupil progress meetings to ensure we identify any needs as early as possible. Children may have difficulty with some or a combination of the following:

- Understanding information
- Reading, writing or maths
- Expressing themselves
- Organisation skills
- Sensory perception or physical mobility
- Social, emotional or mental health difficulties
- Making friends or relating to others
- Some or all of the work in school

If you feel your child is experiencing significant difficulties with any of the above please raise your concerns with the class teacher in the first instance.

If a child has a high level of need when joining the school or after additional support in the form of an intervention they may be considered to have Special Educational needs or Disabilities (SEND) and placed on the SEND action list.

How we support your child within our school

All children receive quality first teaching; this means that a range of teaching styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Class teachers and teaching assistants also deliver additional bespoke teaching either to small groups or individuals.

We make sure your child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observation
- Discussion

- Questioning
- Assessments
- Individualised programmes
- National tests at stated points in the child's education

The class teacher is responsible for overseeing planning and progress for children with SEND in their class. Through quality first teaching all work within the class is pitched at an appropriate level so that all children are able to access the curriculum according to their needs. The school uses BSquared to assess children who are working below the age-related expectation and this supports with planning and scaffolding appropriate adaptive teaching. The school SENCo oversees all provision and progress of children requiring additional support across the school. The children who are not making the expected progress are identified and discussed during pupil progress meeting with the Senior Leadership Team. It is then decided on the best course of action to take for the child; this may include a focused intervention group during the school day or targeted support during the main lesson.

If a child continues to have difficulty or has a high level of difficulty when they join us, or as they change during their school life, they may be considered to have a special educational need or disability (SEND). Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need support which is additional to and different from their peer group. Additional needs can be categorised into four key areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Pupils who are identified with having SEND will have a pupil passport written by their teacher with their targets on. This is an opportunity for children to have their voice heard including sharing their strengths and talent and ways adults can help them in school. These passports are reviewed on a termly basis – at parents evening and with the school report.

Class teachers are available at the end of the school day for informal discussions as well as during parents / carers meetings throughout the year. You are welcome at any time to make an appointment to meet with either the class teacher or SENCo to discuss how your child is progressing.

If your child has complex needs and has an Educational Health Care Plan (EHCP) an annual review will be held.

Resources

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- The progress and attainment of all children is tracked and resources are allocated according to need. Resources include physical resources as well as human resources eg staffing and support from services.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example Catalyst Educational Psychologist, Play Therapy, Speech and Language Therapist, behaviour support.

Reporting back to you

Parents' evenings are held during the school year for teachers to meet with parents / carers to discuss progress and to highlight any concerns. All children have a full written report at the end of each school year. Children with SEND may have additional meetings with a range of other agencies. This may include a Team Around the Child (TAC) meeting or an Early Help Assessment (EHA), which allows us to bring all professionals involved together to ensure support is co-ordinated.

Wellbeing

The wellbeing of your child is very important to all staff. We may seek advice from a number of other specialists who may be working with your child. Specialist services that are accessed by school may include the following along with any others that are felt appropriate to help to meet the needs of the child:

- Educational Psychology Service
- School nurse
- Speech and Language therapists
- School have Play Therapists and an Art Therapist
- Specific Language Difficulties Teacher (SpLD)
- Occupational Therapist
- Behaviour consultant
- Child and Adult Mental Health services (CAMHS)
- Paediatrician
- Sensory support service
- Young carers support
- Bereavement support
- Local special schools with outreach services e.g. The Birches and The Grange
- Early Help and Children's Services

How we include children

We endeavour to include all children in all activities making reasonable adjustments so they can take part in school, visits and residential trips. Appropriate plans will be made for the provision of their personal care, dietary needs or medication. For further details please also see the school medication policy and accessibility plan.

The school is a two storey building with many stairs. The school lacks full access for wheelchair users, however our North building has a lift.

We employ translators for meetings with parents of children with SEND where appropriate.

SEND admissions

Manchester City Council manages our admissions. Please contact Manchester City Council Admissions Team on 0161 245 7166 or apply online [here](#). Where children who have Education Health Care Plans (EHCP), admissions are

made via the Special Educational Needs EHCP Team. They can be contacted on 0161 245 7439 or sen@manchester.gov.uk. For further information on the admission of pupils with a disability, please read the school's accessibility plan. If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo. Applications for our pre-school nursery should be made directly to the school who can be contacted on 0161 226 2066 or via email admin@claremont.manchester.sch.uk

Training

Staff access regular training appropriate for their needs in order to support children. This can be through peer support, 1 to 1 training, groups or courses dependent upon the needs of the child. School reach out to specialist agencies for support and have has training for Rhodney House and Dingley's Promise. Staff have also had support from Ashgate Primary School.

Miriam Goldman is the designated Mental Health Lead and we have 6 staff trained as mental health first aiders. A significant number of staff (including first aiders) have had health training in asthma, epilepsy, sickle cell disease and allergies (Epi Pen training).

There are 5 ELKLAN trained staff and we are working towards becoming a communication friendly school.

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Moving classes: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Every child has a time to meet their new teacher in their new classroom. Some children may need a personalised approach for this process.
- If your child is moving to another school: We contact the SENCo to make sure they know about any special arrangements or support that needs to be made for your child.
- Transitioning to High School: The SENCo attends meetings with your child's chosen High school. Your child will have focused learning about aspects of transition to support their understanding of the changes ahead. This may include some group activities within school. Where possible they will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.

Support for Parents

Please visit the link below for Manchester's Local Offer. The SEND Local Offer provides information in a single place; the Local Offer helps children and their parents to understand what services and support they can expect from a range of local agencies.

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

School have an inclusion team who are available to offer help and support to families. If you wish to speak with a member of the team please phone the office to arrange and appointment 0161 226 2066.

Complaints about SEND provision

We have an open-door policy at Claremont and welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we

advise that these should be made to the class teacher in the first instance. 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 child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of resources, aids and services

SENDIASS (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed. More information is provided here.

Policy links

This information report sits alongside the following policies that parents may wish to read for further information:

SEND policy

Accessibility plan

Safeguarding

Relationship and Behaviour policy

Complaints procedure

Admissions arrangements

Public sector equality duty (Equality Duty)

Supporting Pupils with Medical Needs Policy