

Claremont Primary School

Information Report for children with Special Educational Needs and Disabilities (SEND)

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 (SENDCo), Mrs Julia Fletcher, Assistant Head for Inclusion. She has achieved the National award for SEND and is contactable through the school office. David McDwyer is the School governor with a responsibility for SEN.

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:

- Speech, language and communication skills
- Reading, writing or maths
- Organisation skills
- Sensory perception or physical mobility
- Regulating emotions
- Making friends or relating to others
- Some or all of the work and activities in school

If you feel your child is experiencing 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.

At Claremont Primary School, we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

How we support your child within our school

All children receive quality first teaching; this means that a range of teaching activities and appropriate learning objectives are set for all children with a curriculum matched to their needs. Children receive

support from their class teacher and teaching assistant and pupils are also offered additional small group work or interventions as required.

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
- Formal assessments
- 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. 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 SEND Coordinator 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 Core Group meeting with class teachers and 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 from a teaching assistant during the main lesson.

You are welcome at any time to make an appointment to meet with either the class teacher or SEND Coordinator and discuss how your child is progressing.

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

Resources

If a child continues to work well below national age related expectations, does not make the expected rate of progress or experiences other difficulties at school, a number of professionals including an Educational Psychologist (EP) or Speech and Language Therapist (SALT) may be consulted by the school with yourself in order to reach a decision regarding future provision your child might need.

Reporting back to you

All children have a parents' evening in the Autumn, Spring and Summer term for their teacher 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 which may include the Speech and Language Therapy Service or Occupational Therapy; Educational Psychology Service and specialist teachers and support staff.

Some meetings may also include a process called the Manchester Early Help Assessment, 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 Services
- School nurse
- Speech and Language therapists
- Art Therapy and counselling services
- Specific Language Difficulties Teacher (SpLD)
- Occupational Therapists
- Behaviour consultant
- Child and Adolescent Mental Health services (CAMHS)
- Paediatricians
- Sensory support service
- Local special schools with outreach services e.g. The Birches and Lancasterian School

How we include children

We endeavour to include all children in all activities making reasonable adjustments so they can take part in school, 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.

Training

Staff access regular training appropriate for their needs in order to support children. This can be through peer support, one to one or group training sessions and online learning.

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. Children's 'Pupil Passports' will be shared with the new teacher which includes information about the child's strengths, ways to help them and targets they are working on. A 'meet the teacher' morning is also put in place for all parents at our school. 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 SENDCo to make sure they know about any special arrangements or support that needs to be made for your child.
- In Year 6: The SENDCo 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.

The Local Offer

Please visit for Manchester's Local Offer. Here you can find information on what is available throughout Manchester for children with SEND.

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

Information, Advice and Support Manchester (IASM)

This service offers information, advice and support to children and parents / carers about special educational needs and disabilities. This is a free and impartial service which is commissioned by Manchester City Council. The website provides further information on the support available.

<https://www.iasmanchester.org/>