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| **St Clements C of E Primary School Special Educational Needs and Disability**  **(SEND) Information Report- September 2025** |  |

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| **1. What kinds of special educational needs does the school provide for?** |
| Our school is an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school’s SEND (Special Educational Needs and Disability) policy document and local offer is available on this website, detailing our philosophy in relation to SEND.  Additional and/or different provision is currently being made in school for children with a range of needs, including:   * Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia. * Sensory, Medical and Physical – hearing impairment, visual impairment, sensory processing difficulties, epilepsy, dyspraxia, physical disability needing use of wheelchair. * Communication and Interaction – autistic spectrum condition (ASC), Asperger’s Syndrome, selective mutism, speech and language difficulties. * Social, Emotional and Mental Health – attention deficit hyperactivity disorder (ADHD). |

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| **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?** |
| All children’s progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parent/carers are able to discuss their child with either the class teacher, the SENDCo (Special Educational Needs & Disabilities Co-ordinator) or SENDCO assistant. |

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| **3. How will both you and I know how my child/young person is doing?** |
| Children’s progress is shared with parent/carers throughout the year during parent/carer evenings, interim and end of year reports and newsletters are sent home termly.  We have an open door policy at St Clements and welcome parent/carers to come in and discuss their child if they have any concerns, with the class teacher, the SENDCo or SENDCO assistant.  If teachers have concerns they will contact parent/carers to discuss them and listen to any concerns that you may have too.  The class teacher, SENDCo or SENDCO assistant will speak to you regarding any referrals to outside agencies to support your child’s learning. Education plans (IEP, IBP- individual education or individual behaviour plans) are discussed and reviewed with parent/carers each term. |

All children are tracked using the school’s data tracking system. Interim and end of year reports are written for every child.

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| **4. How will the curriculum be matched to my child/young person’s needs?** |
| All children are provided with ‘Quality First Teaching’.  Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.  All lessons offer challenge and support necessary for each child to learn and where necessary adaptation occurs through the work set, questions asked and support given.  Specific resources and intervention strategies will be used to support your child individually and in groups.  Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs. |

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| **5. How will school staff support my child/young person?** |
| All children are provided with 'Quality First Teaching'  Some children identified as needing extra support will have interventions put in place.  Some children with special needs have Individual Education Plans (IEP) put in place, outlining targets and strategies to support your child. Strategies may include individual work stations to increase focus and concentration, sessions outside of class during the day to prevent sensory overload, earlier collection from breaks or lunch to provide calm time before lessons, overlearning activities, pre-learning etc.  IEP’s are reviewed regularly with the child and shared with parent/carers.  The school SENDCo and SENDCO assistant meet regularly with the Educational Psychologist and any child needing support will be identified to the relevant professionals and given any support necessary.  If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral to this service.  Some children may require further support and interventions delivered by outside agencies such as the behaviour team or paediatrician. |

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| **6. How is the decision made about what type and how much support my child/young person will receive?** |
| These decisions are made in consultation with parent/carers, the SENDCO, SENDCO assistant, the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.  The school holds regular ‘Pupil Progress Meetings’ at which professionals are called together to discuss provision for supporting children and families in school.  During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being then other interventions will be arranged. |

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| **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?** |
| We are fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children and parent/carers are fully-informed as to the  trips and activities open to every child. Risk assessments are carried out and procedures are put into place to enable all children to participate. |

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| **8. What support will there be for my child/young person’s overall wellbeing?** |
| We ensure that all children are supported socially and pastorally by staff who know the children well.  We have a high ratio of staff to children with at least one Teacher and a Teaching Assistant in each class.  We offer a wide range of activities within school to support their social and emotional development such as visitors into school, educational trips, links with the community and residential trips in Years 5 and 6.  Pupils can request a meeting with our learning mentor or a member of staff that they feel comfortable with, to discuss an issue that is worrying them. We also provide a weekly, lunchtime drop in session for pupil’s called ‘Let’s Talk’ that is led by the learning mentor and school based social worker. We provide a space for pupils to pray and reflect too.  The Heart Smart and I-Matter (Manchester Healthy Schools) programmes are delivered as part of the curriculum in all year groups. They contribute to personal development by promoting social and emotional health and wellbeing. They also provide a framework and ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom in school worship.  School has a managing medical needs policy which supports parents/carers with the management of their child’s medication within school and staff regularly undergo training in key areas such as asthma, diabetes, epilepsy and the use of epi-pens. We have a defibrillator and a team of staff have been trained on how to use it.  If a child comes into school with a specific need, the school nurse or other relevant health worker will provide the relevant staff with training and a care plan will be produced for that child so that staff know how to respond consistently in their day to day treatment and in the event of an emergency.  The school also has trained first aiders within school and at least one will be present on any visit outside of school.  We have updated our pupil code of conduct policy to focus more on learning behaviours and for pupils to gain a better understanding of their emotions via the Zones of Regulation programme.  Children who need specific support with their behaviour or social and emotional wellbeing will be identified and support offered. This support will range from extra support in the classroom, to interventions by our Learning Mentor.  We promote and celebrate excellent attendance.  Parent/carers are supported and school will ring home or visit at home to query a child’s non-attendance at school.  School has its own Attendance Officer and Family Support Worker who along with the school based social worker, will support school and parent/carers with ensuring children attend school regularly and on time. |

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| **9. What specialist services and expertise are available at or accessed by the school?** |
| School employs staff trained to educate and care for children throughout their early years and primary years.  Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional issues that children may experience.  School has access to a wide range of services all of which can support both parents/carers and children. These agencies include: Speech and  Language, CAMHS, Educational Psychologist, Behaviour Support, Early Intervention, Children’s Services, Paediatricians and the School Nurse. |

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| **10. What training have the staff supporting children/young people with SEND had?** |
| All staff receive regular training from the school health service around key medical issues which could arise for children. Individual staff are trained in First Aid and are strategically placed around school.  The SENDCo and SENDCo Assistant attends Local Authority updates which are then shared with all staff.  All staff are Team-Teach trained which provides staff with ‘a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.’  Four members of staff are ELKLAN (Speech and Language training) accredited and provide advice to class based staff around pupils speech and language needs and deliver whole school training.  The SENDCo provides in-house training around specific requests from staff, or as necessary to support a particular child or group of children.  Where necessary, specialist training is brought into the school. For example the Behaviour Support Team can provide school with training around a range of social and emotional needs, ADHD training, and also support staff with Team-Teach training.  We also access outreach support from the Specialist Schools in the local authority such as Grange School and The Birches. Their expertise has provided some of our Early Years staff with PECS training and the use of visuals in communicating with pupils on the autistic spectrum.  Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their  class. |

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| **11. How accessible is the school environment?** |
| We have wheelchair access.  There are facilities for disabled toilets which can accommodate wheelchairs and support individuals with a physical disability.  A computer suite is accessible across school and the use of computers and iPads enable all children to have access to new technologies to support their learning.  We also use WIDGIT symbols to identify the purpose of some rooms and social stories to explain how certain areas are to be used. |

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| **12. How are parents and young people themselves involved in the school?** |
| **Pupils involve themselves in the school by:**  -Being elected to or consulting with the school council (Y2-6), Sports Council (Y3-6) and Ethos team (Y1-6)  -Completing questionnaires and talking to staff throughout the year about their experiences in school or their views on subjects such as bullying, e-safety etc. We also have an e-cadet pupil group who support their peers in keeping safe online (Y1-6)  -Participating in reward and praise schemes such as voting for the weekly staff appreciation award, identifying their peers who have set a good example or been a good friend, striving for 100% attendance and receiving awards for attendance and behaviour  -Pupils also earn CLEMS (school currency) for the amount of reading that they do at home and they can exchange them for prizes at the weekly CLEMS shop.  -Attending extra curricular provision (R-Y6) that includes library club, Lunchtime crafts, choir, drama club, ukulele club, booster sessions for Years 2 & 6, football, boxercise, multisport & dance sports clubs.  -Representing our school at sporting competitions or at events in the local community-eg litter picks.  -Participating in educational visits & residentials  -Coming along to social events such as fayres, discos, talent and movie nights |

-Participating in worship

**Parent/carers involve themselves in the school by**:

-Being elected as parent governors on our governing body

-Joining the Friends group to help organise social & fundraising events

-Completing questionnaires and talking to us throughout the year about their views on their child’s progress and our provision and subjects such as e-safety etc

-Responding to posts on class dojo

-Doing homework and reading with their child at home

-Attending our informal ‘Parent/Carer Forum’

-Attending parent/carer evenings twice a year and meetings to review the progress of their child if they are on the SEND register.

-Attending whole school special events to learn alongside your child

-Attending workshops that are specific to certain year groups- eg Y2 & 6 SATS, Y1 phonics screening checks and opportunities to support our EYFS pupils at home through the completion of home learning packs.

-Coming along to social events such as fayres, discos, talent nights

-Participating in worship at our termly church services, reception class welcome service and half termly Values awards worship.

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| **13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?** |
| We always consult with parent/carers before we discuss or refer children to other agencies unless it places the child at risk of harm. We inform parent/carers about how we feel other agency involvement will allow for greater support for their child and themselves.  We provide them with as much information as possible about the other agency- eg where they are, what they will do, what they could potentially decide and the outcomes.  We complete the necessary referral paperwork or make the necessary contact with the other agency and provide parent/carers with a copy of this before they sign to give their consent. This also constitutes them giving permission for us to share information with the agency.  Other agencies come into school to observe or work with children with SEND. They also attend meetings to inform school staff and parent/carers about the child’s progress or to receive information and updates from us.  We have a pro-active family support team in school who are aware of a range of agencies that we can signpost families to.  The family support team also lead on the Early Help Assessment (EHA) and act as the point of contact for a family when they are working with health, children’s services, housing, debt management to name but a few agencies we work with.  The family support team can work with parent/carers on parenting strategies and home visit families to support on establishing routine or improving attendance at school.  Parent/carers of children who are on our SEND register or have an interest in special educational needs, are also invited to our Parent/Carer group- an opportunity to gain support and advice about parenting children with additional needs. |

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| **14. Who can I contact for further information?** |
| If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact the school office to arrange a meeting with the SENDCo, MS Thomason-Leigh or the SENDCO assistant, Miss O’Connor.  If you are considering sending your child to St Clements Primary School, you can ring the school on **0161 301 3268** to make an appointment with the Headteacher, Mrs Parker, to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child’s specific needs and ask any questions relating to your child’s education. |

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| **15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?** |
| 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.  *If your child is joining our school:*   * We encourage parents and children to visit the school and meet their new teacher prior to joining the school. * A member of the Family Support Team will either show the child and parents around school or be available to answer any questions.   *If your child is moving to another school:*   * We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. * We will arrange for additional visits to take place for your child so that they get to know key people and places in their new school to reduce anxiety. These additional visits will be supported by members of staff from St Clements if the new school permits this. (Also dependent on distance) * We will make sure that all records about your child are passed on as soon as possible.   *When moving classes in school:*   * Information will be passed on to the new class teacher in advance. * Your child will have transition visits to meet the class teacher and become familiar with their new classroom.   *In Year 6:*   * The teacher and SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school. Parent/carers can attend these meetings if they wish. * Where possible your child will visit their new school on several occasions supported by St Clements school staff if the new school permits   and in some cases staff from the new school will visit your child in our school. |

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| **16. What other support is available?** |
| **Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Manchester local offer**  [www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer) |