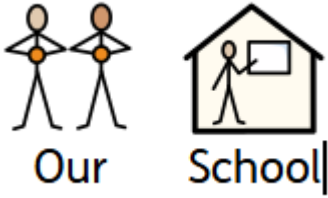




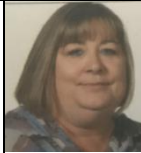
St Clare's Catholic Primary School Special Educational Needs Report

Our Mission Statement

We welcome everyone into our community in order to live, love and learn together
in the light and example of the life of Christ.



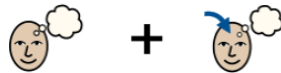
At St Clare's, we believe every child should feel included and supported in all areas of school life. Your child's well-being and growth are at the heart of everything we do. Our special needs support is here to make sure every child can succeed, whatever their background. We provide the help and resources needed so children with special educational needs and disabilities (SEND) can access the curriculum and reach their goals. Our aim is to create a welcoming environment where all children can learn, take part, and feel valued.



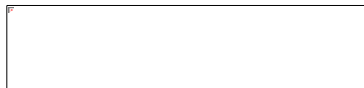
My name is Mrs Kavanagh

If you would like to contact me, please call school on 0121 554 3289 or email enquiry@stclare.bham.sch.uk FAO: Mrs Kavanagh

Our SEND governor is Miss V Middleton.



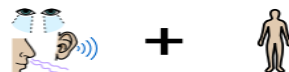
Cognition and Learning
Autism, Speech, language and Communication Difficulties, Developmental Language Disorder



Communication and Interaction
Dyslexia, Dyscalculia, Developmental Coordination Disorder, Moderate Learning Difficulties



Social, Emotional and Mental Health
Attention Deficit Hyperactivity Disorder (ADHD)
Social, Emotional and Mental Health Difficulties



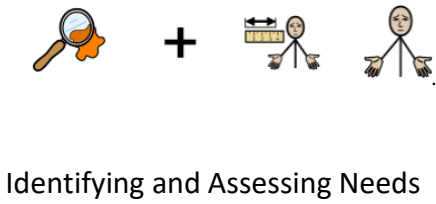
Sensory and Physical
Visual Stress, Hearing or Visual Impairment, Developmental Coordination Disorder

At St Clare's Catholic Primary School, we support children with many different needs and are proud to be an inclusive school. Every child is valued for who they are, and we celebrate their unique strengths. We work closely with parents to make sure each child gets the help they need to learn, take part in school life, and feel happy

and safe. Our goal is for every child to feel they belong and to reach their full potential.

SEND is categorised into the following areas in the SEN Code of Practice (September, 2014)

Should you wish to know more about the Birmingham’s approach (Local Offer) to Special Educational Needs and Disability (SEND) you can find lots of information at:- www.localofferbirmingham.co.uk



At St Clare’s, we work closely as a team to support every child. If a child has a particular need, we identify this in different ways, such as information from parents, observations, tracking progress, details from previous settings, or advice from professionals. If staff have concerns, we always talk to parents first. Together, we set small targets and follow the Graduated Response approach: Assess, Plan, Do, Review.

Targets are reviewed each term with parents and the child. Together, we agree on new goals to help close any learning gaps. These targets can be worked on both at school and at home. We keep parents updated on progress regularly, so you always know how your child is doing and what support is in place.

Some children are monitored using the Birmingham SEND toolkits. These help us set small, achievable steps in lessons for children working below age-related expectations, so they can make progress and start working more independently.

If a child is not making the expected progress and needs more help than we can usually provide, we may involve outside agencies to make sure we are giving the best support possible.

Our staff also use the Ordinarily Available Guidance and Whole School Provision Maps to plan support and adapt learning in the classroom.





Our approach to teaching children with SEND.

We are a fully inclusive school where, whenever possible, children learn alongside their peers in flexible teaching groups.

Universal Provision

Teachers plan effectively to meet the needs of all pupils by using assessment to identify each child's strengths and barriers to learning. Staff hold high expectations for every pupil and make the necessary adjustments through adaptive, high-quality teaching to ensure all children can access learning.

Teachers use creative approaches to classroom practice, enabling pupils with special educational needs to learn meaningfully and inclusively with their peers. All children benefit from consistently high standards of quality-first teaching, in line with ordinarily available guidance.

Where appropriate, individual targets are set to identify the specific areas where a child requires additional support. These targets are shared and reviewed collaboratively with parents, the child, and the class teacher.















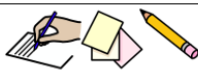
Support is personalised and may be tailored to meet the child's particular needs in consultation with the SENDCo, outside agencies, class teacher, parents, and the child themselves.


For pupils with social, emotional and/or mental health needs, support may include learning about emotions through our Happy Minds programme, access to a trusted adult for regular check-ins, and, where more complex needs are identified, referral to specialist external services following discussion with parents.














Curriculum Adaptations























We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.

		
Visual timetables	Task boards	Mixed ability groupings
		
Assistive technology	Talk partners	Pre-teaching
		
Quiet working spaces	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction
		
Seating plans	Movement/brain breaks	Writing aids

	<p>We use a range of strategies across all lessons to promote an inclusive approach to learning, ensuring that every child can fully access the classroom environment. At St Clare’s, every teacher is a teacher of SEND.</p> <p>Where necessary, advice is sought from external professionals to identify the most effective resources and approaches to support individual pupils.</p>
 <p>Parent Consultation</p>	<p>At St Clare’s, we value strong partnerships with parents and carers, recognising that they play an essential role in supporting children with SEND.</p> <p>We operate an open-door policy, and Mrs Kavanagh is available during parents’ consultations to discuss any concerns.</p> <p>If a parent or carer has concerns about their child, the first step is to arrange a meeting with the class teacher to discuss these and agree on next steps. The agreed actions will be reviewed after approximately 6–8 weeks. If concerns remain following this review, parents are encouraged to arrange a further meeting with the SENDCo and class teacher to discuss additional support options.</p> <p>If healthcare professionals or an external agency have advised parents to contact their child’s SENDCo then this can be done by contacting the school office.</p> <p>Throughout the year, we hold coffee mornings where parents can meet in a relaxed and supportive environment. These sessions provide opportunities to share experiences, offer feedback on SEND provision at St Clare’s, find out about training courses and local support groups, and meet representatives from outside agencies.</p> <p>For children on the SEND register, parents are invited to a termly meeting with the class teacher and SENDCo to discuss progress and review individual targets.</p> <p>For children with an Education, Health and Care Plan (EHCP), SEN Support Provision Plan, or those receiving specialist support beyond what is ordinarily available, parents are invited to three formal review meetings each year—held in the autumn, spring, and summer terms. These meetings celebrate progress, review existing targets, set new ones, and plan next steps. A written summary of each review is always shared with parents.</p>
 <p>Child Consultation</p>	<p>Pupil voice is highly valued at St Clare’s. Every child has the right to be involved in decisions about their education and to understand the support available to them in school.</p> <p>Children are actively included in shaping their learning experiences, and their views directly inform our policies, procedures, and daily teaching practices for pupils with SEND.</p>

	<p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="606 159 1516 331"> <tr> <td data-bbox="606 159 901 331"></td> <td data-bbox="901 159 1204 331"></td> <td data-bbox="1204 159 1516 331"></td> </tr> </table> <p>Self-assess how they are doing. progress/interventions.</p> <p>Attend meetings and help decide the support needed.</p> <p>Feedback and Reviews</p>			
				
 <p>Evaluating Provision</p>	<ul style="list-style-type: none"> • Pupil Progress meetings held with the SENDCo and Class teacher. • SENDCo/Class teacher discussing progress with parents/children • Reviewing termly data with and track progress. • Provision is evaluated termly, tracked through School's provision map. This document identified the interventions that each child is receiving, the targeted outcomes and monitor's progress. • Pupils with an EHCP, targets are monitored termly to track progress and an annual review meeting with parents, child, and any outside agencies involved • Children with SEN support plans, targets are monitored termly to track progress and an annual review meeting with parents, child, and any outside agencies involved • Half termly meeting with all staff to review interventions and measure the impact • Weekly meetings Speech and Language therapist and Speech and language champion in school • Termly multiagency meetings 			
 <p>Staff Training</p>	<p>At St Clare's, we are committed to continuous professional development and ensure that all staff have the knowledge and understanding needed to effectively support every child.</p> <p>When new staff join the school, they are introduced to our systems and procedures and provided with detailed information about the pupils they will be working with, including any additional needs and strategies that support them best.</p> <p>The SENDCo regularly reviews the needs across the school. When a specific area of need is identified, whole-school training is organised to ensure all staff understand the relevant learning difficulties and are equipped with appropriate teaching approaches and support strategies.</p> <p>If your child requires specialist input from an external agency—such as the Speech and Language Therapy Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), Communication and Autism Team (CAT), or the Language, Learning and Strategic Support Team (LLSS)—we will always discuss this with you before any referral is made.</p>			

Some of our staff have completed training in the following areas:

			
Autism	Makaton	SCERTS	WELLCOMM
			
Speech and Language	Colourful Semantics	PECS	Attention Autism
			
Sensory Circuits	Dyslexia	Maths Support/Maths Stacks	Phonics/Reading support
			
Positive Handling	Trauma Informed	Literacy Junction	Word Aware
			
Beacon 360	Precision teaching	Language Link	Reading Assessment
			
Oracy	Writing SMART targets	Co-Production	Happy Minds



Transition Support


Nursery to Reception

In the summer term, we host a parent and carer session for our new Reception starters, giving families the opportunity to meet the class teacher and the SENDCo.

An induction day is also held during the second half of the summer term to help children become familiar with their new classroom environment in preparation for starting school in September.

Transition into Reception, and between each subsequent year group, is carefully supported through meetings, information leaflets, and taster sessions in the new class to ensure every child feels confident and well prepared for the next stage of their learning journey.

End of Year Transition

	<p>When children move up to a new year group, we provide transition sheets that include photos of their new teacher, teaching assistant, and classroom environment to help them become familiar with the changes.</p> <p>During the summer term, all pupils take part in transition sessions, giving them the opportunity to spend time in their new classroom and meet their new teacher.</p> <p>Some children may benefit from additional transition visits to help reduce any anxiety and ensure that the move is a positive and successful experience.</p> <p>Class teachers and teaching assistants also meet during the summer term to share key information about each child, including individual targets, strategies, and support plans, to ensure continuity and a smooth transition.</p> <p>Secondary transition</p> <p>We work closely with local secondary schools to ensure that the transition from primary to secondary education is as smooth and positive as possible.</p> <p>For pupils with an Education, Health and Care Plan (EHCP), a transition meeting is held with the secondary school’s SENDCo, and a joint review takes place to ensure that the right support is in place from the start.</p> <p>Some children may benefit from additional transition visits to their new school. These are arranged in collaboration with the secondary school, and the SENDCo may accompany the child to provide reassurance and support.</p> <p>Mid-Year and New Starters</p> <p>When we know that a pupil joining St Clare’s has identified special educational needs, we arrange a meeting with the family to gain a full understanding of their child’s needs and to plan the support required to ensure a smooth transition.</p>
 <p>Outside Agencies</p>	<p>We work with the following agencies to provide support for children with SEND@</p> <ul style="list-style-type: none"> Learning and Strategic Support Team (LLSS) Communication and Autism Team (CAT) Birmingham Educational Psychology Services (EP) Speech and Language Therapy (NHS) West Midlands Speech and Language Visual and Hearing Support (HI) (VI) Occupational Therapy Services School Nurse <p>We will always seek your permission before inviting any external agencies to work with your child. Once we have received their</p>

feedback or report, we will arrange a meeting with you to discuss the advice provided and agree on next steps.



Mental Health and Wellbeing

We recognise the importance of emotional wellbeing and understand how this can influence a child's learning and behaviour.

To support pupils who may find social situations challenging, we offer a range of pastoral and social skills interventions designed to build confidence, develop positive relationships, and promote overall wellbeing.

Zones of Regulation	Sensory Circuits	Play leaders
Happy Minds	Beacon 360	Social Skills Groups

Where appropriate, we may make a referral to Forward Thinking Birmingham (Children and Adolescent Mental Health Services – CAMHS) for additional specialist support.

At St Clare's, we provide targeted assistance for children who need help understanding and managing their behaviour. We are committed to preventing bullying and maintaining open lines of communication so that every pupil feels valued, listened to, and safe.

Our Pastoral Team works closely with pupils and families to support emotional health and wellbeing, promoting a positive and nurturing school environment.

The SENDCo also supports all children in care, ensuring their individual needs are fully met and that any special educational needs are identified and addressed effectively.



Clubs and Trips

As an inclusive school, St Clare's is committed to ensuring that all children, including those with additional needs, can take part in every aspect of our curriculum. This includes educational visits, enrichment activities, social events, and after-school clubs.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group Captains, Kingdom builders.

Our risk assessments take into account the needs of pupils with SEND, and reasonable adjustments are made where necessary to ensure full access to extra-curricular opportunities.

We work in close partnership with parents, carers, and external agencies to plan effectively for each child's individual needs – including those with medical requirements – so that every pupil can enjoy safe, meaningful, and inclusive experiences.



Complaint Procedure

Your child’s class teacher should be your first point of contact if you have any concerns. If you feel that the issue has not been resolved, you are welcome to arrange a meeting with one of the Assistant Headteachers. Should the matter remain unresolved, an appointment can then be made to speak with the Headteacher.

If you are still not satisfied with the outcome, please refer to our Complaints Policy, which is available on the school website.



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/>

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children’s Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004