



Annual Report to Parents from the Board of  
Governors  
2023-24

C O'DOHERTY, Principal



School of Sanctuary



## INTRODUCTION

**Dear Parents,**

***On behalf of the Board of Governors of St. Clare's Primary School and Nursery Unit, I am happy to present to you our report for 2023/24. This is my first report as the new Chair of the Board of Governors of St Clare's Primary school and Nursery Unit. I wish to pay tribute to my predecessor Fr Devlin who has left us in March 2024 to take up his new ministry. I thank the present Board for allowing me this honour of leading a school in such a great position.***

***This report details the wide range of activities and work, undertaken by the Board of Governors and staff over the past twelve months to ensure that the pupils of this school received the best possible education to enable them to improve on their previous best and realise their full potential.***

***There are full details of all policies available from the school and should you require further information, please contact the Principal Mr Cathal O'Doherty who will be happy to talk to you. Further details of policies can be found by visiting our website: [www.stclaresps.com](http://www.stclaresps.com) and here you will also see what our wonderful school has to offer.***

**Yours sincerely,**

Mr Conor McLaughlin  
**Chairman**



**St. Clare's**

**Vision and Mission Statement**

### School Vision:

The holistic development of each individual child is at the core of our existence.

- St. Clare's is a caring, Catholic Primary and Nursery School where our personal faith is part of the fabric of school life and encompasses everything we do.
- In our faith community, of Parish, home and school, we sow the seeds of spiritual growth and working together, we prepare the children for the Sacraments.
- Ours is a creative and inspiring environment where each individual, within our school community, is cherished as being unique. All are challenged to reach their full potential.
- Children have access to a broad and balanced curriculum that is delivered in an innovative, thought-provoking and progressive manner, incorporating modern technologies. This aims to develop a dedicated group of lifelong learners. It is an environment, where all within the community are aware of the high desires that we have for our children's learning. (Article 28)
- Ours is a school which recognises that individual children have unique learning styles and aims to provide a range of learning experiences to meet those needs. We reflect upon those learning experiences to map future educational paths.
- Our children, through personal self-assessment, play an active role in their teaching as they do in their learning.
- We aspire to develop thoughtful, respectful, conscientious children who have the confidence, resolve, skills and expertise to take their place in an ever changing world and who have the confidence and knowledge to support the rights of themselves and every child in the school and across the world (Article 2)
- St. Clare's PS and Nursery Unit takes a truly collegial approach to school life. Each person's contribution to our school community is recognised, celebrated and valued (Article 3)
- We are willing to embrace change for the benefit of the children and our school community - always seeking ways to improve.

## **MISSION STATEMENT**

We are a Catholic, co-educational school seeking to promote, throughout the school community, a caring ethos.

Through the development of positive and secure relationships, within and outside the classroom, we create the opportunity for our children to thrive in a rich and varied environment.

In achieving this we recognise that each child is a valued and unique member of God's community.

## **AIMS**

In our loving Catholic ethos we aim,

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- To promote the spiritual, moral, cultural, intellectual and physical development of our pupils.
- To give each pupil an awareness of his/her talents, skills and abilities (Article 29)
- To provide opportunities for pupils to achieve success in a variety of contexts, promoting positive self-esteem and self-image.
- To create a love of learning, a knowledge of how to learn, and the motivation to produce his/her best work (Article 28)
- To provide a broad and balanced curriculum appropriate to the needs of each pupil at his/her stage of development.
- To develop an attitude which leads to self-discipline, independence, courtesy, good manners and respect for everyone.
- To develop a wider understanding of the wider world in which we live, of the interdependence of individuals, groups and nations, and a tolerance of other religions and ways of life (Article 14)
- To foster and develop close relationships between home, school and community.

## Introduction 2023-24

To say that this has been the most successful year in the school's recent history would not be an exaggeration. In June 2024, the school welcomed the ETI in order for them to complete a follow-up inspection which we had been waiting upon since 2017. This was a thorough examination of our processes and levels of teaching and learning right across the school from Nursery to P7. The report that was received was of the highest calibre and it is attached as appendix 1 of this report as it identified all areas of work taking place in the school at present.

Words such as 'exceptional' appear in the feedback and specific areas of our output, especially provision for Nursery, SEN and Newcomer, received special mention in terms of standards of delivery. However, the most pleasing aspect of the report is reserved for the quality of interaction between teachers and pupils in every room. We have known for some time through your feedback to our audits that parents are overwhelmingly supportive of our efforts. It is gratifying that the standards of teaching are also now acknowledged independently by the Education and Training Inspectorate. This fills us as a professional body with confidence of continuing to move forward in a progressive way in the knowledge that what we are delivering is as good as it can be.

Almost immediately after the visit of the ETI, our school was assessed again by the Inclusion Quality Mark inspectors. The school received IQM status in 2022 highlighting at the time the diverse nature of St Clare's and how pupils from many faiths and cultural backgrounds were received and catered for. This year, the school led by the co-ordinator Mrs Logue presented evidence so we could take our status to a new level. An assessor interviewed teachers, pupils, parents, and Board of Governor members as well as examining a range of evidence prepared to meet the various standards being asked for. In July the final report was published and it is the most positive report the school has ever received. It is included as appendix 11 in this report and again it tells the reader everything they need to know about our ethos. The greatest tribute of all was the awarding of our new status as 'A centre of Excellence', an accreditation achieved through hard work and a unified approach from all staff teaching and non-teaching.

Another new addition to the school this year has been the establishment of the Learning Support Unit (LSU), which has been named 'The Infinity Room'. Working alongside the Education Authority, extensive work was put into the building during last summer to bring the site up to standards deemed safe. The curriculum in the room is especially adapted to meet the complex needs of the pupils who are there. At present we have 8 pupils enrolled from all over Belfast. The Infinity Room is led by Ms Lees and alongside three other assistants, a multitude of training opportunities have been secured and during the inspection, special mention was made of the work that is taking place in the LSU as well as the high standards of practice.

In the previous annual report, it was reported that the school had a relatively healthy budget. During the course of the year, the school has invested heavily in human resources, especially within the SEN department. Pupils who were deemed to be in need have been seen in much greater numbers. We have also targeted the upper KS2 classes by reducing the number in each class with the addition of an extra teacher. We realise that this particular cohort of pupils have suffered most from the disruption

to education during the pandemic. This then has been to allow for a certain amount of catch up. This has been justified in the transfer results which the pupils in P7 achieved having sat the P7 assessment exam for transition to post primary.

At the end of the last academic year, with Ms Lees vacating her post as Head of Key Stage 1 to undertake the work as lead practitioner in the Infinity Room, the Board of Governors agreed to appoint a new co-ordinator for KS1 and after an interview process, Mrs Bell was successful in assuming the role.

The truly amazing work ethic of our staff again has been exemplified by the amount of additional training both teaching and non-teaching staff have undertaken. In spite of the industrial action which the school has been facing from both sectors, our dedicated staff have continued to forge ahead with their own professional opportunities and this has proved invaluable in our ability to operate our nurture principals and be effective in all areas of the curriculum.

We are very lucky to have such a tight and hardworking SLT. They have been given the opportunity for distributed leadership and also over the past two years been able to present to the Board of Governors when appropriate. We wish to thank them for their guidance and when necessary professional challenge when proceeding through the year.

### **School Development Plan**

Following the lock down the school in terms of the recovery curriculum were faced with many challenges. We would have been in a year two position for SDP in Sept 2021 but it was clear that the actions planned in the original three year plan were always going to be obsolete. For the academic year 2021-22, a transitional plan was put forward, leaning very heavily on pastoral concerns for staff and pupils in returning to school full time. After the consultation with ETI in October 2021, Mr Frazer Bailie worked with the whole staff in constructing a new three year plan making use of interconnected action plans which all had an input into. Another suggestion from ETI in October 2021 was to allow for greater engagement from members of the Board of Governors in the daily running of the school. To this aim, one of our BoGs was appointed to oversee curriculum development and Mrs Tate has attended whole staff and SLT training throughout this year. This has allowed her to inform the BoGs in a more detailed way. This sits alongside the work of Ms McAleavey who works closely with the Designated Teacher for Safeguarding and our VP Mr Birt. At each Board of Governor meeting, Mrs McAleavey reports back on the latest developments. During the inspection of June 2024, the action plans prepared thanks to the work of Mr Bailie and the senior team have been completed and these were deemed to be appropriate as we plan a way forward.

The priorities identified in the plan for the school year 2023-24 in particular were:

- (i) Care and Welfare- including safeguarding, girl welfare period dignity and RSE and Group Therapy informed Practice.**
- (ii) Leadership Management- middle leadership empowerment and Governor Tracking and challenging underperformance.**
- (iii) Outcomes for Learners- problem solving, guided reading and high quality questioning.**
- (iv) Quality of Provision- Nurturing Learning for All (including a new SPiM).**

## **Pastoral Care/Child Protection**

The development of the multi-disciplinary team and the following up by the team on crucial issues with regards to pupils and their families has been a significant strength of the school this year. This has been led by Mr Birt who has ensured that all staff are trained effectively and that policy and procedure are maintained thoroughly. **A range of safeguarding policies has been forwarded and ratified by the Board of Governors throughout the year for ratification. This has included an updated safeguarding policy, RSE, Attendance, Menopause, Critical Incident Policy, Drug Policy, Intimate Care, Student Placement, Period Dignity, Positive Behaviour.**

DT, DDT and the Principal have been involved in case conferences, LAC reviews and general meetings with parents in this area. Regular contact with EWO and social services are maintained and record keeping is kept completely up to date. The use of our online management system CPOMS is now embedded in practice. This is a crucial resource for logging and classifying all incidents of child protection and has been presented to the Board of Governors by Mr Birt. All staff have been trained in it's use.

In the inspection report of June 2024, the Multi-Disciplinary Team approach to safeguarding and SEN was given additional praise and in term 1 of the new academic year the school has been asked to present their work at an ETI conference. The school was also found to be meeting all it's legal requirements in terms of policy, procedure and governance. The 2023-24 ETI proforma for Safeguarding was presented to ETI during the visit along with the accompanying documentary evidence.

## **Curriculum Literacy- Report from Mrs Shaw**

### **Linguistic Phonics**

Due to Industrial Action, I haven't been able to go into any classrooms to observe the teaching of LP. At the beginning of the school year, all teachers were provided with resources to aid their teaching of LP. P1 and P2 continued to use the Jolly Phonics.

### **Accelerated Reading Programme**

Once again, the WBPB purchased the yearly AR Licence for the school. All Key Stage 2 teachers have continued to use the Accelerated Reading Programme to:

- ✓ Foster enjoyment of reading in their class
- ✓ Encourage children to link reading to success in all curricular subjects
- ✓ Encourage children to read text carefully and to develop comprehension skills
- ✓ Track students' independent practice and progress with reading
- ✓ Guide struggling readers to books they can read independently and successfully



The main reading scheme in the school, Big Cat, has all been banded and awarded an AR level. Therefore, approximately 85+% of the guided reading materials the children in our school read, have an AR quiz to test their understanding of the text. This is an excellent assessment tool for teachers.

AR book band boxes are all sorted and located on the top Key Stage 2 corridor. Class teachers encourage the children to go and change books when they need a new reader. Class teachers also provide weekly opportunities for the children in their class to take an AR quiz.

We continued to build up AR reading books through pupil donations of books and we used the Scholastic Book Fair vouchers we received from last year's fair (£500) to purchase new books. The P6 children (pupil voice) selected the books from the Scholastic Catalogue that they most wanted to read.

I have been able to track how classes are using AR through weekly reports that show pupil engagement. The majority of children in Key Stage 2 have made good use of AR. We continued to celebrate reading success through certificates, corridor displays and reward incentives. This year 5 KS2 children were crowned Word Millionaires! One child managed to read almost 4.5 million words during this school year.

All class teachers continued to use Star Reading as a 6 weekly assessment tool. Star Testing provides us with an excellent range of data to help us understand and track how the children from P4-7 read.

Recent ETI feedback showed that the pupil voice in P5/P7 were excited to use the AR Programme. During my ETI interview, the inspectors were very positive in their feedback of how AR was used in the school. They had no areas for improvement.

The P4 classes have now come on board with using AR to promote the children's reading and understanding of text.

### **Bug Club**

All teachers in Foundation and Key Stage 1 classes, continued to use Bug Club to:

- ✓ Foster enjoyment of reading in their class
- ✓ Introduce topic work through the shared reading of an online book from the scheme
- ✓ Model a range of reading strategies and skills
- ✓ Foster independent reading at home

Mrs Clarke, Assistant Co-ordinator, has fed back that pupil engagement on Bug Club at home has improved, across both Foundation and Key Stage 1. She also plans to use Curriculum Meetings in the next school year to target parental support to facilitate and encourage the use of Bug Club at home. Mrs Clarke has also volunteered to run parent workshops aimed at encouraging the use of Bug Club and reading at home. I will run similar workshops for KS2 parents, highlighting the importance of using AR at home with their children.

### **Annual Book Fair**

Once again we held a Travelling Book Fair mid-May and it was a success! We were awarded 40% commission in the form of book vouchers for the sales we made: £470. This voucher will be used to purchase new AR reading materials.

World Book Day was celebrated in the school on Thursday 7<sup>th</sup> March 2024. Once again this was a fun filled dress up day that celebrated reading throughout the school. The principal kindly donated some school funds so that I could purchase some milk and cookies for the children to enjoy during class story time!

### **Reading Buddies Reintroduced and continued Post Covid**

The older children in the school continued to read to the younger children. KS2 classes have “buddied up” with KS1 and Foundation classes. The sheer excitement of the children on “buddy days” brings a great buzz into our school! We actually need to timetable this more often, instead of once a term! The older children, some of whom have low reading age scores, are confident, motivated, and eager to read aloud to the younger children. The engagement of the younger children is also fabulous. All teachers feel that this is a very worthwhile and valuable reading experience for children of all ages.

### **Literacy Audit**

As with every year, the continuous movement of books from the literacy stores to classrooms to schoolbags and home, results in reading resources being lost. It is so important that the children are allowed to bring home reading books each week, however, some books go missing and this continues to deplete our reading scheme. Teachers do try to ensure that all books borrowed from the literacy stores are returned. I hope to meet with the Literacy Team in the early part of the new school year to discuss ways in which we can prevent books from being lost.

### **Assessment**

P1 and P2 COMET

P 3-P7 PTE

Star Reading – P5, 6, 7 end of each half term (P4 begin Star reading with the more able readers in their class after Halloween)

Teachers continued to use half termly assessments (class tests) to measure progress

## **Assessment**

A full range of testing has taken place across the school throughout the year. Staff have worked together to develop specific tests tailored to the planning. They have used the traffic light system to identify pupils who are not achieving in key areas. These pupils have been identified and additional emphasis has been placed upon them. Foundation stage teachers have been employing an observation proforma for recording of pupil outcomes.

Outside of the classroom assessments, the children have been engaged in a range of standardised tests which allows us to measure real progress across stanines. P3-P7 pupils have completed digital GL assessments for PTE (literacy) and PTM (maths). Pupils have also completed Cognitive Ability tests (CAT4) which allows the school to measure the extent to which pupils are performing according to their overall ability. The P7 pupils achieved outstanding results in the transfer test of November 2023 with over half of the pupils who undertook the test achieving a Grade A. Two meetings have taken place for parents of the children who are looking to be registered for the next transfer procedure in November 2024. The staff have worked extremely hard to ensure that all pupils have been given adequate resources for this and this includes a summer pack of work. In the summer of 2023, an academic summer club for literacy and numeracy was held in the school over a two-week period and this is one of the reasons why the pupils have succeeded so well. Another academic summer scheme took place two weeks in July 2024. Again, this is an example of the extra efforts which the staff are prepared to undertake for the pupils in the school. To further assist the pupils with the change of format for the next Transfer Test, the school has invested in new software to assist in practice tests and assessments from SEAG the new governing body for the Transfer Test.

## **Liturgies**

The appendix V at the back of this report will detail the full list of liturgical services which have taken place throughout the year. Mrs Bell has worked extremely hard in ensuring that all liturgies have been fully prepared. She also liaises with Fr Brennan in order that the sacramental classes are prepared and that the church services are well rehearsed. A lot of communication takes place between the parents and the school for this. Thanks also must be given to Fr Devlin for his pastoral work with the pupils not just in the sacramental classes but across the school from Nursery to P7. He has also engaged with the parents of the children in preparation for all the sacraments e.g. in relation to the preparation masses throughout the year for First Holy Communion and the Parent talks in advance of all the sacraments. We wish him every success in his new appointment and welcome Fr Darren to St Clare's PS and St Paul's parish. (See Appendix V for the list of ceremonies)

## **RSE**

Miss Quinn has liaised with the staff of St Kevin's and Holy Trinity Primary Schools in drawing up new policies for RSE, Period Dignity and Menopause over the past two years. This relationship was established during lockdown when our three schools remained open for the duration of the pandemic. Additional funding was granted by EA for clustering in this way. The RSE programme has been agreed by staff and there were information sessions with parents hosted by Flourish. RSE is now taught across the school and resources are available for all teachers.

## **SEN**

This area of school life has become huge. It is a full time job and more to manage the many demands from pupils and parents for this service. Only Mrs Welsh could possibly bring the drive and organisation to this post. She has detailed in her report the various accomplishments of the pupils and recorded the progress and arrangements for the many pupils and staff for which she is responsible. She also manages the classroom assistants and in the ever changing circumstances of SEN, this is a tremendous achievement (See SEN report below Appendix 111)

### **Clustering and Community Links**

The school also enjoyed a City Council sponsored Shared Education programme with Springhill PS for the past two years. This saw the pupils engaging in various experiences in each other's schools working alongside the Peace players and visits to Titanic.

The school also enjoys a close relationship with Full Service Community Network (FSCN). They have assisted with the counselling service also and have liaised with us in our work with EAL pupils. A worker from FSCN has jointly prepared presentations for other schools and Mrs Brennan and Sophie from FSCN with some of our pupils made a presentation of our work at the Mother Tongue Conference in Dublin.

As well as the mini cluster between St Kevin's, Holy Trinity and ourselves which has attracted some funding from the Pathways Fund, the school plays a full part in the Area Learning Network Community (ALNC) which comprises 19 schools in West Belfast. The Principals of the schools met regularly throughout the year to discuss common causes. Cluster groups were also arranged and St Clare's was nominated to lead the EAL cluster which saw our EAL team led by Mrs Welsh and Mrs Brennan offer guidance in planning and assessing of newcomer children. This has been very well attended and we have received so much positive feedback from the other schools involved. We continue to welcome practitioners from other schools to assist in the recording of data for newcomer pupils, a part of the school practice which the Education Inspectorate describe as 'Exceptional'.

## **Nursery**

The nursery is very well supported by the parents. The parents are given many opportunities throughout the year to come and view their child in performance be this at Halloween, Christmas, St. Patrick's Day, Sports Day, jump, jiggle and jive and demonstration day etc.

The Principal interviewed every parent in the nursery during November 2023 to ascertain how well the children had settled and how happy they were with the facilities and staff. The unanimous response was how welcomed and settled the children were and that for some who had not intended to bring their children to the primary school that they would be doing so on the strength of the experience they have enjoyed in the nursery. This is a great testament to the work of Mrs Corrigan and the team in the nursery. (See Appendix IV for the Head of Nursery's report). The Nursery was another aspect of school practice which was given praise in the Inspection report of 2024. In particular, the inspectorate was very interested in the work Ms Shaw has carried out in monitoring and assessing pupil progress through use of seesaw.

## **Friends of St Clare's**

The association have been instrumental in raising a considerable amount of money this year through their various events. The PA do more than just fundraise throughout the year. They are there for all major events for support and organisational skills. This year they have developed the Facebook page which is proving very popular with parents and is another tool for promoting the school in the wider community. They have half-termly discos which this year is very well supported. At the end of the year they were able to pay for the transport to and from Dublin for the P7 trip. Members of the group also travelled to help supervise the pupils throughout the day. The school relies heavily on the Friends and assist us when cash is needed for those small things throughout the year.

## **Sports**

The annual sports day events took place in May at the Grosvenor Leisure Centre. Mr Birt has led the PE curriculum this year ensuring that all teams have been entered into competitions, that there was good liaison with the local Gaelic club Davitts GAC and that qualified coaches were in place for after schools programmes in football and Gaelic sports. The children have also attended swimming throughout the year at Falls Swimming Centre. What we are impressed with most is the sporting manner in which our pupils represented our school. Ambassadors every one of them. A special thanks to Cuman na Bunscoil for the organization of the various Gaelic competitions. So many do so much behind the scenes to enable our children to access great facilities and great competitions. On the Soccer front, we can't thank Mr and Mrs Brennan enough for coaching and providing transport for our various soccer teams. Although not the most successful of years trophy wise for the pupils, their rich sense of sportsmanship and effort representing the school has been remarked upon by many.

## **Music**

We are very proud of our music tradition in the school. Our close association with the City of Belfast School of Music has seen our classes perform at the music mornings, receive in class support and also seen our pupils continue their violin tuition with Mrs Kelly.

At Christmas Time we enjoyed the wonderful Christmas Tableau in the Church which entertained all of our parents. The school choir also performed at this time of the year at various carol services including the West Belfast Celebration of Carols in St Peter's Cathedral, at various shopping centres and homes for the elderly and at the Christmas Eve vigil mass in St Pauls.

The crowning part of the year came with the School's annual musical. This year the production was 'Beauty and the Beast'. It was a fitting tribute that the musical was of such high quality and played to full houses over two nights in June 2024.

## Nurture- Report by Mrs Corey

### Nurturing School's Approach in St Clare's

- 2023-24 was year 11 of Nurture Provision
- I liaised with the SENCo to identify training needs of staff (curtailing of training due to industrial action)
- Nurture was referred to at any staff meeting throughout the year-awareness at whole school level is high
- EA staff including Helen Stewart modelling Connect and Nurture prog and Nurture in Five for all classes. Teachers and some assistants accessed the CAN training after school at a staff meeting
- We operated following the classic model of provision for P2 pupils Mon-Thur (**six pupils**)
- Pupils spent one full day and one- half day in their base classrooms
- Nurture staff continue professional development by attending termly clusters hosted by EA and practice is monitored by an EA link officer. Monthly Farouk Consultations led by an Education Psychologist are attended by ourselves and other Nurture schools (dissemination of good practice between 5 local schools)
- Training accessed by Sinead Corey-see Professional development list on school system
- Members of SLT greet pupils and parents at the gate daily
- I liaised with class teachers to ensure the curriculum was tailored to meet the needs of the group
- We offered additional Social Groups for FS and KS1/2 pupils (**approx. additional 30 pupils accessed support**)
- **Number of operation social groups limited due to CA industrial action**
- Nurture staff delivered 'Group Theraplay' to a range of classes including small groups of Newcomer pupils
- Nurture staff liaise regularly with class teachers and SENCo
- The data from SDQ and Boxall Profiles indicate the majority of pupils benefited from their Nurture Provision- all data is saved onto the school system and can be accessed
- Teacher/Parent and pupil evaluations were conducted at the end of each intervention and are available on the system
- Mrs Angela Lynch CA resigned from her post in May 24-new assistant to be appointed for Sept 24

### Visitors

- We hosted nurture staff from five other schools for the Farouk session in Nov 23, where we had the opportunity to refer a casework of a pupil from our group
- Parents were invited to 'Stay and Play' sessions
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### Monitoring

- A multi-disciplinary Steering Group meeting is held termly to review pupil progress,

- Selection Steering Meeting 14.09.23, Interim Steering Meeting 30.01.24 and final reintegration meeting on 07.06.24
- SDQs and online Boxall Profiles are completed for main group pupils termly
- I liaised with class teachers to write targets and review IEPs
- Reintegration Scale used to assess readiness for return to class in May 24 and all data presented at the Steering Group meeting to include, Boxall Profiles, SDQs and teacher judgment
- Statistical data submitted to EA termly
- Helen Stewart EA link for Nurture phones/visits regularly
- One pupil had Statutory initiated following discussion on concerns with SENCo/parents and Ed Psychologist
- Two pupils had letters sent to GP to request assessment for ASD/ADHD

### **Parents**

- On a formal basis, parents were regularly kept informed of their child's progress through calls about IEP targets and review of targets
- I wrote the end of year reports for the P2 children and kept parents informed of their child's progress and reintegration into their base classes

### **Overview of groups**

- Approximately 36 pupils accessed Nurturing Programmes in The Sunshine Room over 23/24
- Six P2 pupils attended the main nurture group Mon-Thurs
- One child fully reintegrated to base class in Feb
- One child left this school and now attends Nurture group in new school
- In addition to the main group, we operated weekly Social Groups with various foci- Confidence Building, Self-regulation, Friendship Skills, and 'Group Theraplay' for P1 and 'Newcomer' children
- Pupils' progress in each of the groups is monitored using pupil/teacher/parent evaluations and SDQs (Strengths and Difficulties Questionnaires)
- All evaluations/feedback saved on school system
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### **Serenity Room (Sensory Room)**

- I met with SENCo in June 23 for pupil referrals
- I devised a time-table for pupil access
- Approximately 19 pupils were time-tabled to access the room over the course of the year
- I met classroom assistants half termly to discuss use of the room and to monitor use of paperwork- records of attendance saved onto school system
- Each assistant is provided with a portfolio to keep records of the pupil's use of the room and portfolios are monitored by myself half-termly
- Quantitative and qualitative monitoring/evaluation forms used to measure impact of the Sensory Room support at the end of the year May 24
- Detailed data analysis can be found on the school system

### **Pastoral Team in St Clare's**

- As a member of The Pastoral Team, I met regularly to discuss concerns regarding pupils to discuss safe-guarding or concerns about pupils' wellbeing
- Teaching staff refer their concerns about pupils to the SENCo DT and by using CPOMS
- All information is dealt with confidentially and the necessary onward steps are taken-onward steps are relayed back to class teachers



# Teacher Professional Development

2023-24

Teacher	Course	Location	Date
Mrs M Campbell P1	Seesaw Ambassador Refresh	Online	30/08/23
Ms McLaughlin P2	Level 3 Award First Aid at Work		9/04/24 10/04/24 11/04/24
Mrs Clarke P4	Middletown Autism Solihull (Part 1) Solihull (Part 2) Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign The Theory and Practice of Nurture Groups Bug Club Reading Corner	St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's Nurture.org Online	25/8/23 29/8/23 4/10/23 29/4/24 29/4/24 29/4/24 18/03/24 27/03/24
Mrs Bell P4	Middletown Autism Solihull (Part 1) Solihull (Part 2) Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign Children Looked After	St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23 29/4/24 29/4/24 29/4/24 29/4/24
Mrs Cushnan P4	Middletown Autism Solihull (Part 1) Solihull (Part 2) Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign Children Looked After	St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23 29/4/24 29/4/24 29/4/24 29/4/24
Ms Dynan P5	Middletown Autism Solihull (Part 1) Solihull (Part 2) EPD Event Day Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign Children Looked After	St Clare's St Clare's St Clare's Ben Madigan House St Clare's St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23 14/11/23 29/4/24 29/4/24 29/4/24 29/4/24
Ms Casey p5	School Representative Training	INTO	27/9/23

Ms McCabe P5C	Middletown Autism Solihull (Part 1) Solihull (Part 2) Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign Children Looked After	St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23 29/4/24 29/4/24 29/4/24 29/4/24
Mrs Logue	Middletown Autism Solihull (Part 1) Solihull (Part 2)  Teaching EAL Students  Connect & Nurture Child Protection/Safeguarding NSPCC Talk Pants Campaign Children Looked After	St Clare's St Clare's St Clare's  St. Mary's University  St Clare's St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23  28/09/23  29/4/24 29/4/24 29/4/24 29/4/24
Ms McConnell P7	Middletown Autism Solihull (Part 1) Solihull (Part 2)	St Clare's St Clare's St Clare's	25/8/23 29/8/23 4/10/23
Mrs K Campbell	School Representative Training	INTO	27/9/23
Mrs McClean	Talk Boost KS1 Speech and Language Programme	RISE NI	27.10.23
Mrs Corey (Nurture)	Supporting Children and Young People experiencing traumatic grief  EFT L1 (Emotional Freedom Technique) EFT L2  Core Mentor Training- Principles of Mentoring and Models of Mentoring  Talk Boost KS1 Speech and Language Programme  How to identify and support young carers in a school setting  Childhood Sexual Abuse-From Survive to Thrive  Reiki L1  Reiki L2 Sensory Play and Lego workshop	EA Nurture training- Mountcollyer EFT and Mindfulness Centre  Edgehill University  RISE NI  Action for Children  NI Counselling Forum  I am Zen I am Zen Neuro Skillshop- online	13.09.23  17.09.23 24.09.23 01.10.23  27.09.23  27.10.23    02.03.24  03.03.24 05.04.24 09.05.24

	<p>Taking Notice-Outdoor Learning Support</p> <p>Messy Play for all-Exploration and discovery</p>	<p>Mark O'Connor</p> <p>Sue Jennings</p>	<p>12.06.24</p> <p>03.07.24</p>
Mrs McAvoy (Literacy Support)	<p>Talk Boost KS1 Speech and Language Programme</p> <p>Identifying and Supporting Pupils who may at risk of Dyslexia</p>	<p>RISE NI</p> <p>Bill Lynch</p>	<p>27.10.23</p> <p>18.04.24</p>
Ms Lees	<p>Setting up a Specialist Provision in a Mainstream Primary School</p> <p>An Overview of baselining and tracking in SPiM</p> <p>Middletown Autism Solihull (Part 1)</p> <p>Solihull (Part 2)</p> <p>Curriculum Delivery in Specialist Provision in Mainstream Schools – Primary</p> <p>Attention Autism™ Training (Level 1) – Online course with coaching</p> <p>Developing a Calm Plan</p> <p>Promoting Pupil independence through Activity Systems</p> <p>Theraplay modelling in SPiMS</p>	<p>EA Antrim</p> <p>SSST Online</p> <p>St Clare's</p> <p>St Clare's</p> <p>St Clare's</p> <p>EA/ SSST MSTeams</p> <p>Attention Autism™ Online</p> <p>EA/SSST MSTeams</p> <p>EA/SSST MSTeams</p> <p>EA/ Helen Stewart</p>	<p>30/08/23</p> <p>30/08/23</p> <p>25/8/23</p> <p>29/8/23</p> <p>4/10/23</p> <p>4/10/23</p> <p>30/10/23</p> <p>31/10/23</p> <p>13/11/23</p> <p>14/11/23</p> <p>27/11/23</p> <p>28/11/23</p> <p>22/01/24</p> <p>20/02/2024</p>

## Whole Staff Training Connected to the SDP

**2023-24**



Baker Days	Exceptional Closures
25 <sup>th</sup> Aug Baker Day 1  Classroom Prep      Staff Meeting  Data Analysis Share	3 <sup>rd</sup> Nov  Twilight on 11 <sup>th</sup> Sept Part 1- Target Setting and analysis  25 <sup>th</sup> September Part 2- Maths Scheme and planning for Maths
26 <sup>th</sup> Aug Baker Day  Safeguarding  SEN- Review- Provision Map	6 <sup>th</sup> Nov  Reporting to Parents
30 <sup>th</sup> Aug Baker Day 3  Literacy 9-11am      11.30 onwards – Action plans  Frazer Bailie SDP Presentation- sharing action plans- am- Governors SDP Launch Lunch	3 <sup>rd</sup> Jan – Moved to 4 <sup>th</sup> October for part 2 of the Rise Training.
6 <sup>th</sup> May - Report Writing	12 <sup>th</sup> Feb  Twilight on 15 <sup>th</sup> Jan Part 1- Safeguarding and 29 <sup>th</sup> Jan Part 2 – SEN
27 <sup>th</sup> May – report Writing	18 <sup>th</sup> March  Twilight on 15 <sup>th</sup> April Part 1 and 29 <sup>th</sup> April Part 2

## Assessment

At St Clare's Primary School, we continually strive to ensure that all pupils reach their full potential. We use internal levelling and ongoing formative assessments along with Progress Test English and Progress Test Maths tests as a measure of achievement in Literacy and Numeracy. We then compare these against the results of Cognitive Ability Tests to allow us to identify pupils who are underachieving. CAT Verbal Reasoning is compared with PTE and CAT Quantitative with PTM. CAT Non-verbal and CAT Spatial results are used to screen for possible dyslexia or other potential areas of difficulty.

We have also carried out deep tracking of pupil impact performance in terms of additional SEN interventions, Engage (Mathematics) and Newcomer assistance (CEFRs). To add to our

awareness of the emotional needs of our pupils, we have also carried out extensive analysis of the attitudinal responses of the pupils through the PASS assessments.

## Finances

The state of the finances in all schools has never been more unpredictable. We are fortunate that we have a healthy carry over and over the past two years we have channelled this into human resources to alleviate under performance and support learning with smaller class sizes. The school still enjoys a healthy budget for now (see financial report) and we continue to work alongside LMS to ensure that what we spend is spent wisely. However, due to the education cuts which have been highlighted in the various news organisations, we have had to revise our spending priorities. It has been well publicised the extent of the education cuts. The government have rowed back somewhat from the complete cut in funding for extended schools by providing over 80% of funding. However, we have lost engage funding, suffered a 10% cut in Nurture funding and the overall budget has also been frozen which is a real term cutting in funding. It is difficult to strike a 3 year projection of budget when we are so unsure of our budget allocations in their entirety so late into the financial year.

CFF 2023/24	£ 1,817,902
SEND Funding	£ 17,396
Nurture Funding	£ 62,000
<b>Total</b>	<b>£ 1,897,298</b>

Surplus Carryover 2022/23	£ 296,363
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## Total Budget Allocation (April 2023)

Including Targeting Social Need (TSN) and carry over

	<b>£ 2,363,058</b>
Extended Schools Funding and other additions	£ 20,001
Shared Education	£ 7,000
	<hr/>
Expenditure to End of Period 12 2023/24	£ 2,045,611
Amount Available	<b>£ 317,447</b>

## Summary

Our Interim CFF is £1,824,996, our SEND Implementation is £17,396 and Nurture will be £62,000. **The total allocation for the year will be £1,904,392**

**Comment** All budgets are going to retract but the three year projection is misleading as there will be more children enrolled than what has been suggested and the number of pupils with SEN will be higher. There are more pupils arriving in P1 for September 2024 than leaving this June 2024.

## Admissions

60 pupils are leaving us in June with 65 pupils currently enrolled for September into P1. There will be 8 children in the SPiM class as opposed to 5 come September, again this has not been factored into the budget.

## School Bank Account

Thanks to the donations from our school discos and other fundraising ventures such as non-uniform days and Fitness Freddy, our school cash account remains healthy with a standing total from our last statement of £4,430.47. The other school business reserve account has not been touched and remains at £25,821.04. The Principal is requesting that a total of £1,821.04 be moved across from the reserve in to the school bank account to allow for payments for end of year expenses in the school. This will leave a total of £24,000 in the reserve account moving forward.

## Principal Thanks

I would like to thank my staff for their input into this report. It is clear from the amount of CPD they have continued to engage with, there is a hunger amongst all staff for their continuing professional development.

Our school also continues to accrue awards with the school receiving their Centre of Excellence award from the Inclusion and Quality Mark team (IQM) in June 2024. Our staff also continue to represent our school by giving lectures throughout the year. Mrs Logue and Mrs Brennan gave a lecture to 200 B.Ed students in St Mary's University College on the subject of teaching newcomer pupils whilst Mrs Logue and Mrs Welsh presented to a group of academics and students at St Mary's University College Belfast.

I also thank the Board of Governors for their challenge function throughout the year and I am delighted that more members are now playing an active role in attending training for staff and reporting back to the full Board on the work happening within the school. In particular I thank those members who spoke with the Education and Training Inspectorate (ETI) and the assessors from IQM.

I also thank all my non-teaching staff, the secretaries, the caretaker, classroom assistants, cleaners and supervisors for making the school the high functioning place it is. Included in the packs are a range of end of year reports from the various co-ordinators.

Cathal O'Doherty,

Principal.

## Appendix 1

Providing Inspection services for: Department of Education Department for the Economy and other commissioning Departments

# EDUCATION AND TRAINING INSPECTORATE

## PRIMARY INSPECTION

St Clare's Primary School and Nursery Unit,  
Belfast

DE Ref No 103-6630

Report of a Follow-up Inspection in June 2024

St Clare's Primary School and Nursery Unit is a maintained co-educational primary school situated in West Belfast, with an enrolment of 465 children which includes 52 children in the two full-time nursery classes. Sixty-three percent of the children in the school and nursery unit have free school meals entitlement and 24% of the children have been identified as having special educational needs (SEN). There are 32 children with a statement of educational need. A Department of Education funded nurture class, 'The Sunshine Room', has been in operation since 2013 to support children with a range of emotional needs.

The school is part of the West Belfast Area Learning Network Community and has close links with two local primary schools, enabling staff to work collaboratively to share resources and expertise. They also link with two controlled primary schools through an interface project called 'Moving Up, Moving On' (MUMO), funded by an award from the National Lottery. A wide range of externally accredited awards have been achieved since 2019 including: the Eco-Schools' Green Flag Award; the Rights Respecting Schools Award; the Inclusion Quality Mark; and the Education Authority's (EA) 'School of Sanctuary' Accreditation.

This follow-up inspection was carried out in June 2024 and provided the school with the opportunity to demonstrate its progress in addressing the areas for action from the time of the inspection in May 2016 and the monitoring visit in October 2021.

Over this period, there have been significant changes to the leadership roles within the school. A new principal was appointed in 2018. The senior leadership roles of the literacy, numeracy and special educational needs co-ordinators were redistributed in 2019, and in 2022 a number of middle leaders were appointed. The number of newcomer children has risen significantly from 22 children in 2016 to 109

in 2024, making up one-quarter of the school population. This includes 28 children who have been granted refugee status and nine children with asylum seeker status. In 2019 a Sensory Room was opened, and in September 2023 a key stage (KS) 1 specialist class was established for children with social and communication needs.

## **Views of parents, staff and children**

The Education and Training Inspectorate (ETI) issued online confidential questionnaires to parents, staff and the children in year seven in advance of the follow-up inspection. A summary of the responses, including any issues raised, was communicated to the principal.

All of the year seven children responded to the online questionnaire. The majority of their responses were positive, and the children all agreed that they are treated with care and respect by the teachers and other adults, and that there are adults that they can talk to if they are worried or have a problem. The children provided 23 written comments which were wholly positive. They highlighted their appreciation of the help and support of their teachers with their work and for the emotional support they receive. The children also valued the welcoming and inclusive practices, for 'children from all over the world'. The inspectors met with groups of children from years three, five and seven. They spoke very positively about their experiences in the school, including the respectful relationships and the opportunities for them to engage in music, sport and drama activities.

Thirty percent (101) of the parents responded to the online questionnaire, with 56 providing additional written comments. Almost all of the responses were positive and, in the written responses, the parents highlighted their appreciation of: the support provided to families; the caring, nurturing staff; and the high-quality provision for newcomer children and for children identified as having special educational needs. They also value the proactive senior leadership who are visible and accessible in the mornings and afternoons and are always willing to listen and help.

Almost all of the staff completed the confidential questionnaire, and their responses were almost all positive. There were 39 written responses from the staff in which they highlighted the priority given across the school to the wellbeing of the pupils, parents and staff. They praised the leadership for supporting their professional development and creating a sense of community and belonging. The staff are extremely proud of the school and how well they work together as a team with the children's best interests at heart.

## **Key actions**

During this period, the key actions which affect the work of the school are set out below.

- The EA provided external support with aspects of leadership and management, including school development planning and whole-school improvement, and the development of numeracy provision across the school.
- The staff availed of an extensive range of professional learning opportunities, including those from the EA and the ETI's 'Empowering Improvement: Stepping Forward Together' Workshops.



- A review and restructuring of roles and responsibilities at senior and middle leadership level was undertaken, including implementing a range of monitoring and evaluation processes.

## Key findings

- The school's vision to 'take a truly collegial approach to school life in which each person's contribution to the school community is recognised, celebrated and valued' is realised through the highly strategic and collaborative leadership at all levels. There has been a significant investment in professional learning for senior and middle leaders which included a bespoke middle leadership capacity building programme delivered by the EA, in partnership with the senior leadership within the school. As a result, the co-ordinators are empowered to lead their areas of responsibility; they contribute to the whole-school shared action plans and monitor and evaluate effectively the impact of their actions on the children's learning.
- The governors are proactive, well informed, and well equipped to carry out to good effect their role in the school development planning process. They provide appropriate support and challenge to the school leadership. They are an integral part of school life and are mindful of the central role that the school and nursery unit plays in improving the lives of the children, families and the local community.
- The provision for children with SEN is a key strength within the school and nursery unit. This success is underpinned by the robust approaches of the 'Multi-disciplinary Team'. The team of professionals which includes, where relevant, external professionals from education and health, ensure the early identification and assessment of each child's needs and the implementation of carefully considered and regularly monitored intervention and support programmes. The skilled staff in the Key Stage 1 specialist provision and the nurture group in the 'Sunshine Room' support very well the children's individual academic and pastoral needs. Throughout the school and nursery unit, the nurturing interactions evident from every member of staff create an environment in which positive relationships ensure all children feel safe, secure and valued.
- The provision for newcomer children is of an **exceptional standard**. The newcomer children and their families are welcomed, supported and included fully in the life and work of St Clare's. The innovative 'Parent Support Group' project, which was designed and delivered in collaboration with the

Full-Service Community Network funded by the Department of Education, has provided a social outlet for the newcomer parents and has built their capacity to become partners in their children's education through: increasing their knowledge and understanding of the English language and the Northern Ireland education system; and supporting them to help their children with homework. The parents reported that it helped them to feel they are valued members of the school and local community. The staff in the school and nursery unit are research-informed and use skilful language acquisition approaches to support newcomer children in their language learning, enabling them to access the curriculum and become fully involved in the school community.

- Through the lottery funded MUMO project, a children's support worker and a family engagement worker engage with the parents, providing support to help the school community to make positive changes in their lives and build relationships. The parents

who met with the inspectors spoke very positively about the personal support that they have received from the school and the opportunities for them to engage in parent courses, some of which are externally accredited.

- To improve the children's comprehension skills, the school introduced a commercial online adaptive reading programme. The programme is being used effectively to monitor the children's independent reading and comprehension skills. The children in year 5 and 7 spoke very positively about using the programme and the impact of the additional support for reading they received, which has helped them to read a broader range of more challenging books.

- The staff identified the need to provide additional support to address children's speech and communication needs. A short-term targeted intervention programme called 'Talk Boost' was introduced in 2024 to support groups of children in year 1 to year 3. At the end of the 10-week programme, the children's communication skills were consistent with their expected developmental levels. The focus on speech and language throughout the school and nursery unit was evident in all the sessions observed during the inspection. During the engaging and active lessons, the teachers' skilful questioning and the effective development of appropriate vocabulary is impacting positively on the children's confidence and communication skills and is supporting their writing across the curriculum and their knowledge and understanding of mathematical concepts.

- To improve the provision in numeracy, the staff have worked collaboratively to pilot and review new whole-school planning, resources and interventions in numeracy. Going forward it will be important for the middle leaders to monitor and evaluate the full impact of the new approaches on the numeracy standards attained by the children.

## **Child Protection**

At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.

## **Going Forward**

St Clare's Primary School and Nursery Unit is a vibrant learning community where children and their families are celebrated, supported and nurtured, with the overall development of every child at its core.

The aspects of practice which should be shared more widely include:

- the comprehensive multi-disciplinary approach to the early identification and assessment of each child's needs and the carefully considered and regularly monitored intervention and support programmes; and

- research-informed pedagogy for meeting the needs of newcomer children and their families.

St Clare's Primary School and Nursery Unit is well placed to take forward the area for action detailed in this report. No further follow-up inspection is required.

## **Appendix 11 – Inclusion Quality Mark (IQM) Centre of Excellence Report**

### **Report on IQM Inclusive School Award**

**School Name:** St. Clare's Primary School

**School Address:** 323 Cupar Street

Belfast

Belfast

BT13 2SE

**Head/Principal** Mr Cathal O'Doherty

**IQM Lead** Ms Tracey Logue

**Assessment Date** 17th June 2024

**Assessor** Ms Sara Liddell

**Sources of evidence:**

For this IQM assessment, the assessor evaluated the school's commitment to inclusion through the following documents and activities:

- IQM Self-Evaluation Report (SER).
- School tour, including nursery visit.
- IQM Self-Evaluation Report (SER).
- Website.

**Review of comprehensive written evidence, including:**

- School Development Plans.
- Extended Schools report.
- Special Educational Needs (SEN) timetable, planners, Individual Education Plans (IEPs), data, and charters.
- Parent communication: seesaws, newsletters, photos.
- CPD records and training information.
- Policies.
- Transition information, pupil plans.
- Nursery information.
- Pupil work, including language books.
- Safeguarding information: digital platform use, digital safety information, assembly photographs.
- Literacy and numeracy monitoring.

**Meetings held with:**

- Pupils: Primary 7, Lunch Buddies.
- Principal and IQM coordinator.
- Staff: Head of Nursery.
- English as an Additional Language (EAL) teacher, classroom assistants, Key Stage 2 and Foundation Stage coordinators, SENCo, Literacy Coordinator, Vice-Principal.
- Parents: Friends of St. Clare's, Governor Representative.
- Board of Governors.

## Overall Evaluation

“Every child thrives.”

St. Clare’s is a very special school, with a warm and welcoming ethos that you get a sense of as soon as you arrive at the gates. Despite being a large primary school, there is a very real sense of community where everyone knows and looks after each other. One of the parents I spoke with told me that “every parent and child comes here smiling!”

St. Clare’s is an urban, maintained primary school situated in West Belfast. It is a large school that includes a nursery, with a current enrolment of 458 pupils aged 3–11.

Approximately 24% of pupils are identified as having English as an Additional Language (EAL), and 26% are currently on the Special Educational Needs (SEN) register. The school is situated in an area of social deprivation, and approximately 65% of their pupils are entitled to free school meals. Despite the additional challenges faced by the school’s demographic, the children make excellent progress throughout their time at St. Clare’s. The diverse range of backgrounds, abilities, and needs are celebrated, contributing to an ethos where all children are supported to thrive. The whole school community is accepting of each other’s differences, with acceptance being “the norm.”

The school’s mission statement makes its commitment to inclusion very clear, stating that it “strives to educate our children and develop their full potential in a safe, happy environment that is inclusive of all.” They are proud of being an IQM school and promote this widely within the school, on their website, and in their prospectus. The inclusive values of the school extend beyond their gates to the wider community, and they actively ensure that the families of their pupils are involved and engaged in the life of the school. The assessment took place during the build-up to the school’s show, and it was a team effort, with everyone extremely excited and involved. The pupils were taking their involvement very seriously and knew the importance of the parts they were playing, from the starring roles to the dance ensembles.

The Principal has a vision for St. Clare’s that sees the school as a vibrant community of good practice, meeting the pastoral needs and academic aspirations of pupils as well as supporting their families to ensure that they can engage fully in school life. His enthusiasm and commitment are infectious, and it is clear that he has the support of the whole school community. Parents and staff speak extremely highly of the leadership of the school, driven by the Principal who is seen by them as being extremely dedicated and making a difference not just to the school but to their wider community. One parent said that “it’s people like him who make a difference.”

The IQM leader in the school has a genuine enthusiasm and dedication to their pupils that is rare to see. She has worked hard to promote inclusive values and to ensure that they are truly evidenced in all that they do. The care that the staff has for their pupils and their families is incredible. They put the needs of the pupils at the heart of their work. It is evident that they haven’t just adapted to the diversity of their community; they have embraced it. Staff explained that the increasingly diverse population has “added to our ethos.” They ensure that individual needs are met and that students are

succeeding. This is in a context where there is sound governance and leadership that focuses on the needs and outcomes of their pupils.

The school's curriculum is well-planned to meet the needs of all who attend the school. They benefit from an EAL teacher who is incredibly hardworking and who is dedicated to ensuring that all pupils can engage in lessons. She provides a level of support that extends beyond the academic, and this pastoral work, plus the educational input that is provided, is making a real difference. There are summer programmes in place for these pupils, further allowing them to access the individualised support that they require. The school also has a specialised nurturing room and has placed an emphasis on a whole-school nurturing approach. This means that all pupils have their holistic needs met and can engage. The breakfast, break, and after-school clubs further support this aim and are hugely beneficial. Pupils in the school are articulate and confident and speak with real enthusiasm and affection about their school and staff. I was told that their teachers are kind, funny, and "have a good vibe"! The assessment visit took place during the run-up to their school show, and the sense of excitement was incredible! It is evident that St. Clare's takes a truly holistic approach and offers not just a well-developed academic curriculum but a programme that develops the whole child. The pupils will undoubtedly have lifelong happy memories of their time here.

The school itself is bright, well-maintained, and adorned with lovely displays that celebrate children's work. It is resourced with the equipment and specialist areas that pupils need, including a sensory room, counselling area, nurture class, and library. There are clear displays that convey important information, including child protection messages. When a pupil starts their journey at St. Clare's, there is a transition programme in place that helps them settle into school life and start to build relationships and positive attitudes towards learning. There is a rigorous process of assessment and monitoring. Data and other indicators are used to monitor and track the performance and effectiveness of interventions.

The school's nurturing approach extends to how they address any issues around pupil behaviour. Staff are trauma-informed and know the importance of identifying the reasons behind behaviours. They ensure that pupil needs are being met, including sensory and communication, and this in turn proactively reduces incidents. Pupils are well informed about the steps they need to take if they are aware of bullying. There are pupils in school who have the important job of being 'Lunch Buddies' and they support younger pupils who are struggling in the busy playground.

The school is well thought of in the community, and parents are very supportive of the school. They are aware of school values and know that their child is being nurtured and cared for in an inclusive environment. They see this in all aspects of the school, including pupil-staff interactions in the mornings during drop-off.

The school emphasises the importance of parent, parish, and community involvement in its mission statement and aims. They have very much become an integral part of the community and access a range of beneficial links, notably through shared education and the 'Moving On, Moving Up' (MOMU) Project. These links enable the school to provide a range of opportunities for pupils that they may otherwise struggle to fund. Their commitment to the children is what drives their desire to source, apply for, and maintain these links, and they do so in a strategic manner.

The assessor did hear one negative about St. Clare's, which was that the pupils don't want to leave! The children talked about how much they'll miss their friends, the kindness of staff, trips, and treats. Equally, the parents talked about how much they'll miss being part of a school community where nothing is too much trouble for the staff.

For the IQM Assessment, the IQM Coordinator and Senior Leadership Team (SLT) provided wide-ranging evidence to validate the process. The inclusive approaches evidenced in the robust documentation were reflected in the daily practices observed during the assessment. The assessor was warmly welcomed into the school. Staff received the process with an open culture of self-evaluation. This reflective culture ensures that the school continually moves forward in terms of its inclusive practice. It was a genuine pleasure to meet all the children, staff, Governors and parents on the day. Thank you to all for your valuable contributions.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Mark and be reassessed in three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Ms Sara Liddell**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd

## **Element 1: The Inclusion Values of the School**

St. Clare's truly embodies inclusion, and it is at the very heart of what they do. Central to this are the staff, and at the very beginning of the assessment, the principal spoke very highly of the team, saying that they "are superb." He articulated that it takes a 'very special person' to be a part of this hardworking and dedicated team, and he is understandably very proud of what the staff have achieved.

There is a real sense of positive working relationships in the school, with one staff member telling me "I love coming to work." It was lovely to see a staff member's milestone birthday being celebrated, and this truly reflects how each member of the team is valued and celebrated. The unique talents of the staff are recognised and used effectively, with incredible costumes and scenery evident during the assessment as the school prepared for its summer show! Staff discussed their good relationships, teamwork, and how they are able to have fun while carrying out their roles. It is a real testament to the leadership of the school that, despite Action Short of Strike, staff go above and beyond and pull together to organise events to see the pupil's benefit. They see the value and impact of their work, and this is key to their commitment.

The school has collated evidence of Continuous Professional Development for all staff that ensures their inclusive values are promoted. The carefully planned programme of development is targeted to meet the needs identified in the school development. Classroom assistants spoke highly of a 6-week training programme on supporting newcomer pupils that they felt had enhanced their understanding of needs and how to support children. It is important to note that the impact of this training is now being measured in order to inform future input with the pupils and identify training needs.

Pupils in the school display a sound understanding of inclusion, telling the assessor that it means "being equal; no differences are made between us." They are confident in discussing diversity in the context of St. Clare's and how pupils have come from different countries and are welcomed. The school's leadership team is constantly reflecting on how they can adapt and improve and discussing their plans for ensuring that pupils see their cultures and religions celebrated and respected in the school, such as future Eid celebrations.

The pupil's voice is central to everything in St. Clare's. Displays in the EAL support room include pupil annotations in their first language. Pupils have the opportunity to take on a range of roles in the school, and the lunch buddies were incredibly proud of their work. Rules have been replaced with class charters, and pupil rights are highlighted here as well as in school policies, the prospectus, and displays.

### **Next Steps:**

- St. Clare's should promote pupil voice and roles in school, ensuring all pupils are clear about the election process and membership of pupil councils. The school should also continue to invest in CPD and training for new staff, ensuring that they continue to maintain and promote the school ethos and approaches that are working so well.

## **Element 2: Leadership, Management, and Accountability**

A very strategic approach has been taken to the school's inclusion journey. They have been self-evaluative and have addressed challenges and issues while also highlighting what they do well. They are very aware of their context, with 24% of pupils identified as EAL and 26% as Special Educational Needs (SEN), as well as continued challenges from the impact of the pandemic. The Principal works closely with the Nursery Head to identify future needs, and they are both forward-thinking and responsive. They discussed in detail the holistic needs of pupils coming to the school, including communication, language, and social skills. The Nursery and the school both have detailed School Development Plans in place that are regularly evaluated, with achievements and progress shared with staff and Governors. This includes actions related to promoting inclusion and children's rights.

The Governors of the school are involved and invested. They are well informed, and the teacher representative plays a crucial role in providing information to them and informally ensuring that staff are updated on their work. Governors receive regular information on the training available to them and have completed training on a number of topics, such as recruitment and effective governance. All Governors have completed the essential safeguarding training that is required for their role. The school benefits from having a parent Governor who is also involved in parent support, and she has been able to assist with planning and training for staff. This in turn means that the Governors are up to date with developments and ethos. The enthusiasm of the Governors was clear, and they are a real asset to the school.

A new development for the school has been the establishment of a Specialist Provision in Mainstream (SPiM) class. This was carefully planned by the leadership team and Governors and careful consideration was given to the introduction of this provision. There has been a thoughtful and strategic approach, with the school utilising links for training and advice and gradually increasing the number of pupils attending. The classroom itself was well planned and resourced, and this included an outdoor area for the pupils.

The school has a well-developed inclusion policy that makes explicit its aims and values. They have an inclusion action plan that is part of their School Development Plan, meaning that they continue to reflect and develop their approaches. The school was very recently inspected by the Education and Training Inspectorate (ETI), which was viewed by the leadership team as a positive and collaborative process that allowed them to self-evaluate and reflect on their work.

### **Next Steps:**

- To develop their IQM Centre of Excellence action plan as the school now becomes a Centre of Excellence. As Action Short of Strike for teaching staff has come to an end, the school can consider opportunities for wider staff involvement in action planning and monitoring.



### **Element 3: Curriculum: Structure, Pupil Engagement, and Adaption**

The school's aims in relation to the curriculum are clearly articulated, stating that they provide a "broad and balanced" curriculum and also strive to promote a "love of learning, a knowledge of how to learn, and the motivation to produce his or her best work." St. Clare's ensures that all pupils are both supported and challenged, with successes and achievements proudly celebrated. Their classes are organised in a manner that allows all pupils to participate, and there is a diverse representation in the teaching materials that reflects the school population. EAL support is given to pupils who require it, with topic-related language taught in advance of whole-class work in the specialist EAL teacher's room. This means that pupils are familiar with key language and can engage effectively without feeling overwhelmed or disadvantaged. The EAL support provided is also an opportunity for pupils to build positive relationships and attitudes towards learning. Their work in their language books was amazing to see and truly reflected the progress they are making. The school has a high level of pupils identified as being on the SEN register. They are responsive to this need and have provided training for staff to target support effectively. The school's Special Educational Needs Coordinator (SENCo) is seen by parents as being very supportive and dealing with issues extremely quickly. She carries out her work with a high level of dedication and enthusiasm, and she also ensures that EAL pupils and their families are supported, working with translators as required. The school is always seeking to further develop their strategies and expertise and has recently trained staff and introduced the 'TalkBoost' programme to support speech and language development.

St. Clare's has recently opened a Specialist Provision in Mainstream (SPiM) classroom that caters for pupils with severe learning difficulties. The leadership team and Governors have engaged enthusiastically with this development and saw it as an opportunity for staff capacity building that would benefit the whole school. Senior staff and the SENCo have ensured that the pupils within this provision have access to an appropriate curriculum and that staff have received training in a range of approaches.

The SENCo discussed in great detail the approach to literacy that is taken, with an initial focus on attention-building before moving to receptively accessing big books and other literacy lessons and then introducing a specialist reading scheme. The school has purchased appropriate resources to allow for the implementation of these approaches, and the classroom and curriculum are structured in an appropriate manner to allow these pupils to learn and meet their full potential.

The school's Governors are well informed about curriculum developments as teachers regularly present to them on topics such as specific subjects or SEN provision. They can attend events in school that allow them to see the impact of the work that is done, and they enjoy attending special assemblies and shows!

#### **Next Steps:**

- The school's SENCo and SPiM staff teams have worked hard to establish and run this class, and it would be beneficial for all staff to visit the classroom and learn about their successes.

#### **Element 4: Teaching and Learning: Learning Environment, Planning Resources, and Pedagogy**

Many of the pupils start their school journey at St. Clare's Nursery, which is just across the street from the main primary school. This building is safe and secure for the young children attending, with controlled access in place. There are two nursery classrooms that are bright, busy, and engaging environments. The classrooms are well organised into zones that allow the pupils free access to activities. There is good use of available space, and there is a 'quiet area' that can be used for story and circle time, as well as a breakaway zone if a pupil finds the classroom overwhelming. The resources and planning reflect pupil interest, and during this summer assessment, it was lovely to see them engaging in role play around going on a plane journey! The nursery also benefits from extensive, well-developed grounds that have been divided to allow both classes access to the outdoors at the same time. Given the urban setting and lack of green spaces for children in the area, this is particularly important. St. Clare's Primary School itself is a bright and modern building that has been carefully planned. With a large pupil population and so much going on in school, they have given careful thought to how best to use all available space in the building. As one staff member told me, "every nook and cranny" is used! There are safe spaces, relaxation and sensory areas, and Information Communication Technology (ICT) suites. Staggered lunchtimes mean that the hall and playground don't become overcrowded. Throughout the school, there are lots of beautiful displays that showcase pupils' work and achievements. It is evident that the school considers its context and specific pupil needs when resourcing specific subjects. They have subscribed to an online literacy resource and selected this in part because of its inclusive nature, with pupils able to select a 'read to me' option so that they can engage with it even when they can't read the instructions. They have increased the number of books available to support their reading scheme, ensuring that pupils have access to age-appropriate, accessible texts. In addition, they have books in a range of languages and are mindful of assessing pupils' ability to read in both their home language and English. The school celebrates success, and there are very proud 'Reading Millionaires' amongst the pupils!

There is clear investment in the school and in ensuring it is resourced appropriately. Fundraising, community engagement, and effective financial planning all help the staff provide the environment that the pupils need. It is clear that this is an ongoing strategic commitment that the team is continually considering and planning for.

#### **Next Steps:**

- Continue to invest in necessary resources to meet pupil needs, considering how to regularly audit, update, and replace as required.

## **Element 5: Assessment**

Assessment begins in the Nursery for many of the school's pupils, with the Head able to discuss in great detail how they assess and monitor before compiling transition information for pupils starting in Year 1. A digital platform is used here for observing and recording as well as for communication with parents. This allows the child's family to see photos and videos that support written teacher comments on progress and learning. The platform can be used to translate teacher comments, which is beneficial in the context of the school. It is great to see how pupil learning is celebrated and the way that samples of their work and video clips are compiled at the end of the year. It is also lovely to see pupil voices included in this, with pupils recording a short video to go alongside their other information. This is a thoughtful way of including the views of these young learners.

St. Clare's has a well-established process in place for assessment, with baseline assessments in the Foundation stage and yearly literacy and numeracy assessments in Key Stages One and Two. Their assessments are used to inform teachers about the next steps and identify any specific areas of need. There is a clear process in place for accessing support from the SENCo or the EAL teacher. The school has a large number of newcomers, and they can arrive at any point during the school year. The EAL lead has ensured that there is a thorough process of assessment that takes place in relation to language and how interventions take place. Targets are set, and progress is regularly reviewed. Their work is recorded in language books that serve as a basis for assessments of progress. Classroom assistants have been trained to provide support, and the impact of their intervention is carefully measured. Again, the school draws on their established systems for assessment to ensure that the impact is clear, and it adapts its approach if necessary. It is obvious from the moment you arrive at the school that St. Clare's celebrates the achievements of all their pupils.

The Principal talked about them taking "every opportunity to celebrate success," and this was very evident from displays, events, and pupil meetings. The children spoke with enthusiasm about not just academic success but achievements in terms of roles, drama, and sports. One young lady represented her country in a sporting competition and had her medal with her to show everyone! The school's assessment approach reflects a balanced focus on both academic progress and holistic wellbeing. By prioritising continuous formative assessment, understanding individual needs, and employing varied teaching methodologies, they strive to create an inclusive and supportive learning environment for every child.

### **Next Steps:**

- Continue to develop and embed assessments, ensuring that they meet the changing pupil profile in the school, including the SPiM class.

## **Element 6: Behaviour, Attitudes to Learning, and Personal Development**

St. Clare's takes a nurturing and trauma-informed approach to supporting pupils, and this shines through in relation to behaviour. The classroom assistants spoke of the importance of understanding 'why' a pupil is displaying challenging behaviours and how they work with the class teacher to identify needs and tailor their approach. They understood the need to support pupils to regulate their emotions, and they discussed tactics such as visuals, calm corners, and movement breaks. Staff are clear that nurturing approaches are central to all that they do, saying, "It's just in us now." This is supported by pupils, who talk about some children having "bad days" and the fact that "some (pupils) can't help it." They discussed staff taking pupils for a sensory walk or the teacher talking to them about their feelings and behaviour.

The children exhibit excellent behaviour and attitudes throughout the school day, actively engaging in learning and safely participating in playtime activities, supported and encouraged by the lunch buddies as needed. Pupils are clear on their expectations and know the processes that are to be followed in the case of issues arising, such as bullying. They talked about special assemblies and speakers on topics such as internet safety. A group of 'lunch buddies' take their responsibilities very seriously and are aware that "if children are lonely, you go and talk to them and check they're ok".

An excellent culture of safeguarding ensures that children are kept safe and well looked after by the adults in school. There is a very real sense of there being a team around each pupil in need, and this is evident within the Multi-Disciplinary Pastoral Team. This group includes school staff and outside agencies and meets regularly to ensure they are providing support for those who need it. Actions are decided and allocated to specific team members, with follow-up at the next meeting. This helps to ensure that pupils access appropriate support in a timely manner. The school has access to two part-time counsellors, and one of them told me how much she enjoys working at the school, saying that their pastoral care is "exceptional".

The support for the children is outstanding; they benefit from an enriching curriculum and an environment that offers unique experiences not easily accessible elsewhere. The staff's wellbeing is also prioritised by the leadership team, evident in their sense of being valued and their enjoyment of working together for the benefit of the pupils.

Despite being situated in a city, the school cultivates a distinct sense of community and togetherness, creating an environment that surpasses the typical urban school setting. This community-focused school provides a refuge for all amidst the numerous challenges that exist around it. Staff speak very highly of the school's music mornings, where large groups of pupils come together for singing. Pupils really enjoy this experience, and it is seen as helping to build a sense of community.

### **Next Steps:**

- Continue multi-disciplinary work to identify pupils in need of support and ensure time is prioritised to allow these meetings to take place on a half-term basis.

## **Element 7: Parents, Carers, and Guardians**

St. Clare's is a school where parents feel involved and valued. They are invested in what was described to me as "our wee school." They describe how approachable the staff are and talk about the principal being "kind, caring, and humble." It means a lot to them to see the principal at the school gates every morning, and parents feel the leadership team knows the pupils personally and addresses any concerns quickly. They feel the school has a "lovely warm vibe" and is a supportive community. This extends to all staff, with parents speaking highly of the secretary and how she helps out if a child has forgotten something. Parents are given help with form filling, uniforms, and applying online for free school meals. Communication between school and home is effective. Seesaw is used, but parents also report being able to call the school or receive hard copies of notes home if needed. Parents value being able to come into school for events, and I was told that there "wasn't a dry eye" at a recent assembly for grandparents!

It means a lot to families that financial circumstances never stop pupils from being involved in activities and events. Trips are made affordable thanks to fundraising and other sources, such as shared education. There are breakfast, break, and after-school clubs that families can avail of. There are a number of initiatives in place designed to support families, including providing families in need with assistance at Christmas and organising donations of dresses for First Holy Communion.

The school has a 'Friends of St. Clare's' (FOST) team that fundraises and also organises events that bring the community together. They now have parents stay with pupils at their disco for school leavers so that they can engage and socialise. It is lovely that staff also value these opportunities so highly, and when referring to the Primary 7 disco, they told me that they "wouldn't miss it!"

All parents are welcome and included in St. Clare's community, and they have actively reached out to specific groups who may not traditionally have become involved in school life. This includes a recent parent support group project for migrant families, delivered by school staff and a representative from the Ful Service Community Network. This was well attended and was evaluated very positively, with one participating parent powerfully describing how "we are safe in a safe place. We don't think we are refugees here."

### **Next Steps:**

- The school intends to have a recruitment drive to extend the membership of their FOST, with the hope that they can include a greater number of pupils and ensure a wider level of representation.

### **Element 8: Links with the Local, Wider, and Global Community**

St. Clare's has developed extensive links with the local and wider community, taking a very strategic approach to ensuring these links meet the needs of their pupils and families. It was lovely to see pupils excited to be going on a shared education trip with another local school, providing a cross-community opportunity for a fully funded trip.

An extremely beneficial link is that with the 'Moving Up, Moving On' (MUMO) project. This is lottery-funded and allows the school to benefit from a large number of supports and initiatives, including counselling, parent support, summer programmes, funded trips, and an assistant who supports specific pupils with the transition to post-primary.

The school building is used by other groups, with 'SHINE Autism Support Group' using it one evening a week. The members include St. Clare's pupils, who can attend into their teens and during the summer scheme provided by the group.

It is fantastic that the school provides a high level of support for families who are financially in need of help, and they couldn't do this without the support of the community. They receive donations from businesses for this purpose as well as prizes for events. The school is in an urban area but has developed a garden. This was achieved with the help of a grant from a hotel and additional donations of time and equipment from shops and local groups. This has become a fantastic resource, with pupils enjoying literacy time in it as well as events such as a BBQ. The school makes this area available to the 'SHINE' group, which is a fantastic way of 'giving back'.

There is a comprehensive extended school plan in place, and families value the activities offered, particularly given the lack of facilities available in the community. The school provides a wide range of opportunities for pupils to gain opportunities and experiences that they might not otherwise have. This includes access to football coaching and educational outings, as well as outdoor learning opportunities. The pupils can enjoy gardening sessions in the school's community garden. The provision of a breakfast club, the 123 After School Club, and additional after-school activities further demonstrates the school's commitment to its pupils.

It is very clear that St. Clare's is a well-established part of their community and that they in turn benefit greatly from their well-established links and supports.

#### **Next Steps:**

- The school plans to audit parents and pupils to identify preferred extended school activities. This will allow them to effectively plan for the future.

## Appendix 111- SEN Provision Report by Mrs Welsh



### SENCO REPORT TO BOARD OF GOVERNORS, PRINCIPAL AND THE SENIOR LEADERSHIP TEAM

#### SECTION 1- SCHOOL DETAILS

School Name:	Academic year the report relates to:
St Clare's PS	June 2024
Chair of Governors: Father Brennan	SEN Governor:
Principal: Mr Cathal O' Doherty	SENCo: Mrs Braid Welsh

#### SECTION 2- SEN REGISTER PROFILE

- Number of pupils on the SEN register: 109
- Percentage of pupils with SEN from the whole school population: 24%
- Gender of pupils on SEN register- Number of boys: 76- 70%  
Number of girls: 33- 30%
- Number of pupils who were added to the SEN register throughout the year:
- Number of pupils who were taken off the SEN register throughout the year:
- Number of pupils currently at each stage of the Code of Practice:
  - Stage 0: 74
  - Stage 1: 68- 63%
  - Stage 2: 20- 19%
  - Stage 3: 21-18%

Number of pupils recorded within each over-arching SEN category as their primary need:

- Cognition and Learning- Language, Literacy, Maths, Numeracy: 61- 49.5%  
(To include pupils recorded as having Dyslexia/SpLD, Dyscalculia/SpLD, MLD, SLD or PMLD)
- Social, Behavioural, Emotional and Wellbeing: 47- 38%  
(To include pupils recorded as having Social & Behavioural Difficulties, Emotional & Wellbeing difficulties or Severe Challenging Behaviour with SLD and/or PMLD)
- Speech, Language and Communication: 10.5%  
(To include pupils recorded as having Developmental Language Disorder, Language disorder associated with a differentiating/biomedical condition or Communication & Social Interaction difficulties)

- **Sensory:** **2.2%**  
(To include pupils recorded as being Blind, Partially sighted, or having a Severe/profound hearing impairment, a Mild/Moderate hearing impairment or a Multi-sensory impairment)
- **Physical Needs:** -  
(To include pupils recorded as having Physical difficulties)

### SECTION 3- OVERVIEW OF SPECIAL EDUCATIONAL PROVISION- SCHOOL DELIVERED

- **Types of school-delivered special educational provision made by the school this year** (Comment on the types of provision and main categories of SEN focussed on, classes/year groups targeted, numbers of pupils receiving support, etc):

#### Cognition and Learning- Language & Literacy

- **P2 –Additional Literacy-Group Support (MMcA/JM) 4/5 x 40min sessions - (Low/Under Achievers)-12 pupils**
- **P3 –Additional Literacy-Group Support (MMcA) 4/5 x 40min sessions - (Low/Under Achievers)- 14 pupils**
- **P4-7 Additional Literacy Group Support (MH/CMcC) 3/5 X 40min sessions (Low Achievers)- 24 pupils**
- **P3-6 Newcomer Literacy Support-Group/Individual (HB)(MMcA)(MH) KS2/KS1/Foundation- 25 pupils.**
- **Newcomer Lang Support-Group/Individual (HB) KS2/KS1/Foundation- 11 pupils**
- **Newcomer Communication Support- CA's -2/5 x 10mins-6 pupils**
- **Individual Reading Programme-Individual Support (Voluntary)-2/5 x 30min sessions-8 pupils.**

#### Social, Behavioural, Emotional and Wellbeing:

- **P2- Nurture Support Group (SC) (AL)- 4/5 half days - (6 pupils)**
- **P1 Theraplay (SC)(AL) -1/5 x 45min session – 6 Pupils**
- **P7/3-Lego Based Therapy R(SC)(AL) -1/5 x 45min session – 6 Pupils**
- **P3 KS1 Social Group Support (SC) (AL)-1/5 x 45min session – 6 pupils**
- **P6-KS2 Social Group Support (AL)(SC)-1/5 x 45min session – 6 pupils**
- **P7- Team Building & Mental Well-being (KR)- 4/5 X 50min session – P7.**
- **Lego Based Therapy (KR) -1/5 x 30min sessions – Individual – 4 pupils**



### Speech Language & Communication

- **KS1-SPiA Class-(EL) (LJ)(SG)(OC)-Fulltime –(6 pupils)**
- **Found/KS1 TalkBoost(3) (MMA)(SC)-3/5 x 30min session small grps-(12 pupils)**

### Sensory:

- **Sensory Room/Sensory Circuits Sessions- P1-7- CAs +teachers – 1-2/5 x 20min sessions- Approximately-25 pupils**

Learning Support Staff are reviewing all pupils in receipt of internal educational provision in May/June'24. All pupils have benefited from this provision. Both quantitative & qualitative data was collected and will be analysed. This data will be used to measure the impact of all provision.

### (Refer to the following Reports)

- **Literacy Learning Provision- P2-P7- (Refer to Report)-Low/Underachievement**
- **Nurture Provision-P2- (Refer to Report)**
- **Social & Emotional Support-Foundation/KS1/KS2- (Refer to Report)**
- **Sensory Provision-P1-7- (Refer to Report)**
- **Talk boost Provision- P1/2/3-(Refer to Report)**
- **Newcomer Language Support-P2-7- (Refer to Report)**
- **Newcomer Literacy Support-P2-7- (Refer to Report)**
- **Newcomer Communication Support- (Refer to Report)**
- **SPiA Provision-KS1-(Refer to Report)**

## **SECTION 4- OVERVIEW OF SPECIAL EDUCATIONAL PROVISION - EXTERNAL**

- **Types of external special educational provision accessed by the school this year from EA and HSCT Services** (Comment on which services were accessed and the types of provision made, numbers of pupils receiving support, etc):

- **External provision is sought to ensure pupil's needs are being met and that their potential is maximised.** These include Outreach Learning –St Gerard's, EA Peripatetic Learning, Hearing & Visual Impairment, Behaviour - Clarawood & Harberton, COMET Language Support, RISE NI, Relate NI/ Oakwood Advisory Service. (AAIS), Early Years Intervention Service. (EYIS) Language & Communication Service (LSC)

### Cognition and Learning- Language, Literacy

- **St Gerard's Learning Support-(AC) - 9 pupils**
- **EA Literacy Support –(CA)(DW)- 4 pupils**

### **Social, Behavioural, Emotional and Wellbeing:**

- **Clarawood** Behaviour Support (SC) - **5 pupils**
- **Harberton** Behaviour Support-(MC)(C)- **2 pupils**
- **MUMO** Educational Support Worker-(KR) –P6A/B/C- **Team Building & Mental Well-being**
- **MUMO** Family Support Worker-(CL)
- **Relate NI** Counselling/Play Therapy (LQ) -**20 pupils.**
- **MUMO** Counselling Support for Autistic Siblings (LQ) -**6 pupils**
- **Healthy Minds** Counselling/Play Therapy (ML)- **6 pupils**
- **FSCN-Education Worker— Transition Worker-(TChV)-P7- 19 pupils**
- **Ready For Anything- P3- 12 pupils/ P5 -12 pupils- Discontinued.**
- **RISE NI- P1/2-Individual pupil Intervention**

### **Speech, Language and Communication:**

- **Oakwood ASD** Advisory Support (AAIS) -**10 pupils-ongoing**
- **Language & Communication Service-(LCS) (HJ)-2 pupils**

### **Physical/Medical Needs:**

- **EA Peripatetic Visual** Support-(SP) – **4 pupils (Monitoring)**
- **EA Peripatetic Hearing** Support- **4 pupils (Monitoring)**
- **EA Diabetes Support Team-** Advisory-**1**

### **RISE NI Programmes-Whole Class/Small Group**

- **RISE NI Programme-How not to flip your lid’ – P6- Whole class.**
- **RISE NI Programme-Story Stars – P2- Small Group**
- **RISE NI Programme-Motor Master – P2/3- Small Group**
- **RISE NI Programmes-Attention & Listening – P1- Whole Class**
- **RISE NI Programmes-Fit – P2- Small Group**
- **RISE NI Programmes-Count Your lucky Stars – P6- Small Group**
- **RISE NI Programmes-Let’s get Talking – Nursery- Small Group**
- **RISE NI Programmes-Sounds Fun – Nursery- Small Group**
- **RISE NI Programmes-Overview of child development-P1 parents**

- *In order to provide for our more complex cases it is necessary to liaise closely with a range of external agencies. These include, **Ed Psychology, Medical, Social Services, External Family Support Services, Community Sp & Lang, Physiotherapy, OT, Opticians.***

## **SECTION 5- INVOLVEMENT OF EDUCATIONAL PSYCHOLOGY**

- **Number of pupils discussed during the Educational Psychology consultation meetings this year: -25pupils.**

### Consultations & Assessments

- In consultation with Educational Psychology in Sept'23 a priority list was devised, a consultation on each pupil was completed. The following assessments/reviews/consultations have and will be completed by the end of this academic year.

#### Primary Assessments

- **P7 Post-Primary Transition Reviews – 2 pupils**
- **Stage 3 Reviews- 1 pupil**
- **Stage 2 New Referrals- 6 pupils**
- **Stage 1 New Referrals- 9 pupils**
- **Stage 1 LISS Referrals- 2 pupils**
- **Stage 1 AAIS Referrals- 2 pupils**

In Primary a total of **22 pupils** have been assessed/reviewed/consulted with, by Ed Psy and proceeded to the next stage of provision, **2** of those were P7 pupil's transitioning into post-primary.

**(Refer to Educational Psychology Report)**

## **SECTION 6- VIEWS OF THE CHILD AND PARENTAL INVOLVEMENT**

- **In what ways have the views of pupils in relation to their SEN been sought?**
  - Considering our involvement in the **pilot PLP** implementation, the pupil voice was an area that required some capacity building with teacher's CA's and pupils. Proforma's were devised using EA materials as a guide and consideration was given to the age, cognitive ability and maturity of the pupil. These were trialled on our Stage 3 pupils and were completed 3 times annually with the support of their CA. The information recorded on the questionnaires was transcribed onto the pupil's PLP.
  - All **IEP's** have a section that includes the pupil's voice with regards their understanding of their targets. Targets have been discussed and explained with them using child friendly language either by their teacher or Classroom Assistant-**Oct'23**
  - All **Stage 3 pupils** as part of their annual review process are asked to complete their own questionnaire. This pupil contribution is included in the AR documentation that is returned to EA-**Feb'24**
  - All **P7 pupils** transitioning into post-primary are reviewed by Educational Psychology. They complete a pupil questionnaire. This pupil contribution is included in the Psychology Report.
  - All pupils who are referred to Ed Psy for a consultation complete a questionnaire, this is then transcribed onto the Ed Psy Consultation Form and is included in the Ed Psy report-**Nov'23**
  - Pupils who have received sessions within the sensory room complete a pupil/parent evaluation at the end of the year -**Jun'24**
  - Pupils who have received Literacy/Numeracy support complete a pupil /parent evaluation at the end of the year -**Jun'24**
  - Pupils who have received Nurture/Social/Emotional Support complete a pupil /parent evaluation at the end of the year -**Jun'24**

- **How have parents of pupils with SEN been involved and consulted in their child's IEP and the provision made for them?**
  - *Considering our involvement in the **pilot PLP** implementation, the parent voice was an area that required some capacity building with teacher's. Proforma's were devised using EA materials for guidance. These were trialled on our Stage 3 pupils and were completed 3 times annually. The information recorded on the questionnaires was transcribed onto the pupil's PLP.*
  - *Parents are informed that their child is included on the SEN register by letter and the provision they are going to receive- **Sept'23***
  - *Class teachers discuss the targets outlined on the pupil's IEP/PLP and the provision their child is receiving, parental input was sought. - **Oct'23***
  - *Annual Review meetings were completed with all Stage 3 pupils' parents, parents complete a questionnaire which was included in the AR documentation – **Feb/March'24***
  - *Parents of Stage 2 pupils meet with Outreach teachers and SENCO to discuss their child's progress, evaluate their intervention plan and discuss future action for next year, parental input was sought. – **Feb'24***
  - *End of Year Report to parents contain an Additional Need/Provision section that is completed by learning support teachers, SENCO and class teachers outlining pupil's progress, provision received and recommendations for next year, parents are asked for their comments -**Jun'24***
  - *Parents of Pupils in receipt of Outreach Support are provided with a written report & evaluated intervention plan from their Outreach teacher -**Jun'24***
  - *Stage 3 pupils who are transitioning into Nursery/Primary or Post-primary complete a transitioning booklet. This is sent home to the parents in June to help them prepare their child, make a smooth transition back into school in Sept'23 -**Jun'24***
  - *Stage 3 pupils transitioning into a new class/teacher completed a transition booklet. This was sent home in June to the parents, to help them prepare their child make a smooth transition back into school in Sept'23 - **Jun'24***
  - *All parents of P7 pupils who have ASD complete the Oakwood parental pro forma for their new post-primary school, this is forwarded to the SENCO within their new school-**Jun'24***

## SECTION 7- RESOURCING AND STAFFING

## **Number of additional adult assistants employed to support pupils with SEN:**

### **Primary**

- ❖ *28 SEN Classroom Assistants providing 1 to 1 support*
- ❖ *6 General Classroom Assistants*
- ❖ *1 Nurture Classroom Assistant*
- ❖ *1 EAL Assistant*
- ❖ *3 SPiA Assistants*

### **Nursery**

- ❖ *3 SEN Classroom Assistant*
- ❖ *2 General Classroom Assistants*

## **How is additional adult assistance utilised in the school to meet pupil needs?**

- *Assist the teacher with the support and care of pupil(s) with special educational needs eg. enable access to the curriculum, attend to personal needs including dietary, feeding, toileting etc.*
- *Develop an understanding of the specific needs of the pupil(s) to be supported.*
- *Assist with the delivery of authorised programmes (eg. Education Plan, Care Plan), participate in the evaluation of the support and encourage pupil(s) participation in such programmes.*
- *Support in preparing and implementing behavioural management programmes as directed.*
- *Assist pupil(s) in moving around school.*
- *Assist pupil(s) to learn as effectively as possible both in group situations and on their own by assisting with the management of the learning environment through:*
  - *clarifying and explaining instructions:*
  - *ensuring the pupils are able to use equipment and materials provided*
  - *assisting in motivating and encouraging the pupil(s) as required*
  - *assisting in areas requiring reinforcement or providing scaffolding for pupils*
  - *promoting the independence of pupils to enhance learning*
  - *helping pupil(s) stay on work set*
  - *meeting physical/medical needs as required whilst encouraging independence*
- *Assisting in maintaining the child's self-esteem and self-confidence without the child feeling labelled by the support*
- *Increasing the opportunities for social interaction and facilitating peer interaction and participation in group work*
- *Enable pupils to self-regulate and nurture their well-being.*
- *Assist in planning, implementing and the review of pupils IEP-providing feedback to the teacher on potential points of difficulty.*
- *Assist in communicating with parents via Home-School Diary.*
- *Contribute to Annual Review meetings.*

**Detail any specific resources purchased throughout the year to support pupils with SEN:**

*None- much of the SEN budget has been spent on learning support/CA's*

## **SECTION 8- SEN POLICY**

**When was the SEN policy last reviewed and ratified by the Board of Governors?**

- *Due to the introduction of the New COP, it was deemed a fruitless exercise to review the old SEN policy knowing the numerous changes that were about to be introduced.*
- *EA have just sent through a new SEN Policy Template to help schools create their own SEN Policy in line with the New COP- This will be updated in 23-24*
- *Unfortunately, due to industrial action by teachers and CAs it was impossible to review SEN Policy.*

## **SECTION 9- PROFESSIONAL DEVELOPMENT**

### **Classroom Assistants**

DATE	TRAINING	IN ATTENDANCE	DELIVERED
<b>06/09/23</b>	<b><i>Policy/Visuals/Paperwork/Pupil Voice</i></b>	<b><i>All CAs</i></b>	<b><i>Mrs Welsh</i></b>
	<b><i>Safeguarding &amp; Child Protection Training</i></b>	<b><i>All CAs</i></b>	<b><i>Mr Birt</i></b>
<b>08/09/23</b>	<b><i>Refresher Training on Sensory Room Resources/Equipment</i></b>	<b><i>All CAs</i></b>	<b><i>Mrs Corey</i></b>
<b>5/09/22</b> <b>29/09/22</b>	<b><i>Diabetes training</i></b>	<b><i>Chanice Smylie</i></b> <b><i>Kirsty Rooney</i></b>	<b><i>Hypoglycaemia Nurse</i></b> <b><i>Jacqueline Mc Veigh</i></b>
<b>Sept'22</b> <b>&amp; (practical)-</b>	<b><i>Epilepsy-online training</i></b> <b><i>(Levels 1, 2 &amp; 3)</i></b>		<b><i>Epilepsy Nurse-</i></b> <b><i>Tracy Chandler</i></b>
<b>Nov/Dec'23</b> <b>Feb/Mar'/May'24</b>	<b><i>Newcomer-</i></b> <b><i>Sp &amp; Listening Strategies</i></b> <b><i>(10week Programme)</i></b>	<b><i>All CAs</i></b>	<b><i>Sophie Cocault</i></b> <b><i>Hilary Brennan</i></b>

<b>May'23</b>	<b>Transition Training</b>	<b>All CAS</b>	<b>Braid Welsh</b>

## Parents

DATE	TRAINING	IN ATTENDANCE	DELIVERED
<b>Parent Workshop- overview of Child development'</b>	<b>October'23</b>	<b>RISE NI</b>  <b>Clair Smart/Paula Halliday</b>	<b>P1 parents</b>
<b>Newcomer Parent Support  Workshop</b>	<b>Feb'24- (8 weeks)</b>	<b>Sophie Cocault</b>  <b>Hilary Brennan</b>  <b>Braid Welsh</b>	<b>Newcomer Parents</b>

## Staff

DATE	TRAINING	IN ATTENDANCE	DELIVERED`
<b>25/08/24</b>	<b>Middletown Centre for Autism Training</b>	<b>All Staff</b>	<b>Frances O'Neill</b>
<b>29/08/24</b>	<b>Solihull Approach-Part1 &amp; 2</b>	<b>All Staff</b>	<b>Natalie/Tracey/Sophie</b>
<b>30/08/24</b>	<b>Safeguarding &amp; Child Protection Training</b>  <b>Overview of CPOMS</b>	<b>All Staff</b>	<b>Mr Birt</b>
<b>12/09/23</b>	<b>EA Hearing Impairment</b>	<b>Mrs Corey</b>  <b>Miss Mc Cann</b>	<b>Catherine Haughey</b>
<b>05/09/23</b>	<b>SEN Staff Meeting</b>	<b>All Staff</b>	<b>Braid Welsh</b>
	<b>Anaphylaxis Training-on line</b>		<b>EA online Training</b>
<b>Sept'23 &amp; (practical)-</b>	<b>Epilepsy-online training (Levels 1, 2 &amp; 3)</b>	<b>Mrs Quinn</b>	<b>Epilepsy Nurse-</b>

	<b>Level 1, 2</b>  <b>Level 1, 2</b>			
<b>5/9/22</b>  <b>21/09/22</b>	<b>Diabetes-online &amp; Face to Face Training</b>	<b>Mrs Quinn</b>  <b>Miss Chanice Smylie</b>  <b>Ms Kristy Rooney</b>	<b>Hypoglycaemia Nurse- &amp; EA</b>	
<b>27<sup>th</sup> Oct'23</b>	<b>Talk Boost</b>	<b>M Mc Avoy</b>  <b>S Corey</b>  <b>C Mc Clean</b>	<b>RISE NI</b>	
<b>16/11/23</b>	<b>Attention &amp; listening</b>  <b>(P1 Whole Class)</b>	<b>Mrs Campbell</b>	<b>Paula Curran</b>  <b>Clair Smart</b>	
<b>07/11/23</b>	<b>Story Stars</b>  <b>(P2 Small group)</b>	<b>Miss Mc Laughlin</b>	<b>Paula Curran</b>	
<b>05/11/23</b>	<b>Feeling Fit</b>  <b>(P2 Small group)</b>	<b>Miss Welsh</b>	<b>Laura Keenan</b>	
<b>13/11/23</b>	<b>Motor Master</b>  <b>(P2/3 Small Group)</b>	<b>Miss Welsh/Miss Mc Cann</b>	<b>Joanna Mc Intyre</b>	
<b>18/10/23</b>	<b>'How not to flip your lid'</b>  <b>(P6 Whole class)</b>	<b>Mr Mc Ateer</b>	<b>Laura Keenan</b>	
<b>10/01/24</b>	<b>'Count your lucky Stars'</b>  <b>(P6 Small group)</b>	<b>Ms Shaw</b>	<b>Laura Keenan</b>	
<b>09/01/24</b>	<b>SEN Staff Meeting</b>	<b>All Staff</b>	<b>Braid Welsh</b>	



05/02/24	How to identify & support young carers in a school setting?	Mr Birt Mrs Welsh Mrs Corey Ms N Shaw Ms E Lees K Rea	Cathy Allen Sharon Annett	
8/3/24 & 20/3/24	Modelling Group Theraplay	Ms Lees' & SPiA Staff	Helen Stewart	
29/04/24	Modelling Nurture	All Staff	Helen Stewart	
18/04/24	Identifying and Supporting Pupils who may be at Risk of Dyslexia'	Mairead Mc Avoy Catherine Mc Clean	Bill Lynch @ Toe by toe	
30/08/23	Setting up a Specialist Provision in a Mainstream Primary School	Ms Lees	EA Antrim	
30/08/23	An Overview of baselining and tracking in SPiM		SSST Online	
	Middletown Autism			
	Solihull (Part 1)			
25/8/23	Solihull (Part 2)		St Clare's	
29/8/23			St Clare's	
4/10/23	Curriculum Delivery in Specialist Provision in Mainstream Schools – Primary		St Clare's	
			EA/ SSST	
4/10/23			MSTeams	

	<b>Attention Autism™ Training (Level 1) – Online course with coaching</b>			
<b>30/10/23</b>			<b>Attention Autism™</b>	
<b>31/10/23</b>			<b>Online</b>	
<b>13/11/23</b>	<b>Developing a Calm Plan</b>			
<b>14/11/23</b>				
<b>27/11/23</b>				
<b>28/11/23</b>	<b>Promoting Pupil independence through Activity Systems</b>			
<b>22/01/24</b>			<b>EA/SSST</b>	
	<b>Theraplay modelling in SPIMS</b>		<b>MSTeams</b>	
<b>20/02/2024</b>			<b>EA/SSST MSTeams</b>	
<b>25/02/24</b>			<b>EA/ Helen Stewart</b>	
<b>13.09.23</b>	<b>Supporting Children and Young People experiencing traumatic grief</b>	<b>Mrs Corey</b>	<b>EA Nurture training- Mountcollyer</b>	

<p><b>17.09.23</b></p> <p><b>24.09.23</b></p> <p><b>01.10.23</b></p> <p><b>27.09.23</b></p> <p><b>27.10.23</b></p> <p><b>02.03.24</b></p> <p><b>03.03.24</b></p> <p><b>05.04.24</b></p> <p><b>09</b></p>	<p><i><b>EFT L1 (Emotional Freedom Technique)</b></i></p> <p><i><b>EFT L2</b></i></p> <p><i><b>Core Mentor Training- Principles of Mentoring and Models of Mentoring</b></i></p> <p><i><b>Talk Boost KS1 Speech and Language Programme</b></i></p> <p><i><b>How to identify and support young carers in a school setting</b></i></p> <p><i><b>Childhood Sexual Abuse- From Survive to Thrive</b></i></p> <p><i><b>Reiki L1</b></i></p> <p><i><b>Reiki L2</b></i></p> <p><i><b>Sensory Play and Lego workshop</b></i></p>		<p><i><b>EFT and Mindfulness Centre</b></i></p> <p><i><b>Edgehill University</b></i></p> <p><i><b>RISE NI</b></i></p> <p><i><b>Action for Children</b></i></p> <p><i><b>NI Counselling Forum</b></i></p> <p><i><b>I am Zen</b></i></p> <p><i><b>I am Zen</b></i></p> <p><i><b>Neuro Skillshop-online</b></i></p>	
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25/08/24	Middletown Centre for Autism Training	B Welsh	Frances O'Neill
29/08/24	Solihull Approach	B Welsh	RISE NI Natalie/Tracey/Sophie
Nov/Dec'23	Newcomer- Sp & Listening Strategies (12week Programme)	B Welsh	Sophie Cocault Hilary Brennan
16 <sup>th</sup> /17 <sup>th</sup> Nov	Harberton Support Conference 2023	B Welsh	Mr J Curran-Principal
25/1/24	SEN Cluster Meeting	B Welsh	Mr Hugh Kinney-Principal Ballymacward
30/1/24	Proposal to reform EA SEND Support for pupils @Stage 2  On-line training	B Welsh	Peter Boyd
05/02/24	How to identify & support young carers in a school setting?	B Welsh	Cathy Allen Sharon Annett
22/03/24	EAL Cluster Meeting  Hosted by  John the Baptist PS	B Welsh  H Brennan	Lilian Seenoi-Barr
15/03/24	NI Nurturing Group Network	B Welsh  S Corey  C O' Doherty	Michelle Stowe  Linsey Farrell  Cynthia Currie
12/04/2024	Autism in Focus	B Welsh  Catherine Mc Clean  Sinead Corey	Michaela Reavey  Emer Maguire
29/04/24	Nurture Modelling	B Welsh	Helen Stewart

## SECTION 10- ACTION PLAN PRIORITIES

Priority areas targeted for development through the SEN Action Plan this year:

### **All staff will have the skills & confidence to complete Personal Learning Plan (PLP)- Stages 3 & 2 Implementation**

- ✓ *In 2022/23 100% of all Stage 3 pupils (approximately 25 pupils). This sample was selected to provide a manageable number for all staff to be upskilled in drafting PLPs using SIMS.*
- ✓ *Significant support and mentoring were provided Learning Support Coordinator. This was well-received by staff and parents.*
- ✓ *There is a need to mainstream this practice, so all teachers have the skills and confidence to complete them with minimal support. In 2023/24 there is the need to build staff independence and reduce the reliance upon the Learning Support Team.*
- ✓ *There is also a need to extend PLPs to Stage 2 pupils.*

### **80% of Early Years Pupils will achieve success with Talk Boost Programme**

- ✓ *The staff have identified an increase in speech and language issues across the school (receptive and expressive).*
- ✓ *RISE advocated the Talk BOOST programme.*
- ✓ *After some research the Learning Support Team recommended it to the SLT and Governors. The early years of the primary school are of particular focus (Primary 1 to 3).*

### **All Staff to implement more effective planning and evaluations for Newcomer pupils**

- ✓ *The school has a growing number of Newcomer families.*
- ✓ *They are a valuable and enriching population of our community, in school and beyond. Teachers' planning for Newcomers was enhanced for PA1 and A1 children.*
- ✓ *Interventions were more focused and ability groups targeted.*
- ✓ *There is now a need to extend provision by increase teachers' ability to plan for these children with less support and increase the evaluation process robustness.*
- ✓ *There is also a need to better utilise the support provided by our body of classroom assistants.*

### **Establish a SPiM for pupils with Social Communication & Interaction Difficulties**

- ✓ *The school and the wider area have seen an increase in demand for specific support for pupils with social interaction needs and communication, including those associated with autism.*
- ✓ *The governors were approached by EA in the Summer Term of 2023 to consider hosting a SPiM for children with autism.*
- ✓ *The governors agreed and the SLT with the Learning Support Team needed to start the SPiM and ensure that the school was in readiness to integrate the SPiM.*

## **SECTION 11- COMPLAINTS**

**Have there been any complaints to the school from parents in relation to pupils with SEN?**

*None*

**If complaints have been made to the school, were parents informed of the arrangements for avoidance and resolution of disputes?**

## **SECTION 12- OTHER DEVELOPMENTS**

- **Detail any other initiatives/developments within the area of SEN which have not been referenced in the report thus far:**

## EAL Provision

- **Language & Literacy Support for individual and small groups of Newcomer pupils have been provided for by our Learning Support Team. I have liaised very closely with them providing advice and guidance as to how best to support these pupils.**
- **Practices and procedures that have been put in place to support these pupils and their families are as follows:**
- Newcomer Register updated regularly.
- Organization of Interpreting Services-face to face and phone call for admissions, teacher/parent progress meetings completed -Nov'23, End of Year Report-Jun'24
- Timetabling and prioritising pupils for Language/Literacy support- 45 pupils
- Class observations/Teacher consultations and assessments using Benchmark Kits to baseline Newcomer pupils.
- Coaching staff to plan & implement planning of 6 weekly Topic Planners for Newcomer pupils.
- **Termly reviews/evaluations to track pupil progress-(Due to industrial action this did not happen)**
- Close liaising with staff to provide feedback on assessments/reviews and planning for provision during withdrawal sessions and on return to class.
- Review and update of Welcome Booklet- Translation of these into 3 languages & Transition Booklets.
- Close liaising with parents through interpreting services or via translated letter- eg application for FSM, application for P1, Housing Issues.
- Completion of the CEFRs on SIMS with teachers in Oct'23 & May'24
- Drafting Provision Impact Report on Newcomer pupils who have received Lang/Lit support.
- Overview Report of all Newcomer Pupils Performance using CEFR's
- Continuation of a Team of Language Ambassadors- P2-7
- Attended recent Newcomer Cluster Meetings-Sharing/dissemination of good practice.
- Dissemination of good Practise- St Mary's Training College
- Capacity building of CAs to work with Newcomer pupils & completion of a Communication programme- 6 week training followed with a 10 week communication programme-(Refer to Report)
- Organisation and delivery of 8week parent support project-Supporting Migrants Families-(Refer to Report.
- Preparation of Transition Booklets- **P1 & P7**
- Organisation of Homework Club & Summer Scheme.

## Sensory Room Practices and Procedures

- **Liaised closely with Mrs Corey ensuring effective implementation of the following Practices and Procedures:**
- Liaised in Sept'23 to discuss pupil referrals.
- Helped devise a time-table for pupils accessing Sensory Room
- Approximately 25 pupils were time-tabled to access the room over the course of the year.
- Liaised with classroom assistants half termly to discuss use of the room and to monitor use of paperwork.

## Liaise with Pastoral/Multidisciplinary Team/Coordinator

- Collated information from staff referrals using school pro forma on pupils they may have concerns about with regards safeguarding or emotional well-being.
- Liaise with Pastoral/Multidisciplinary Team basis to **identify, plan and review** any safeguarding issues arising within our vulnerable families.
- Attended case conferences and provided relevant information on LAC pupils and families involved with Social Services.
- As deputy CP be available to advise staff, complete appropriate paperwork and maintain records on CP and safeguarding issues using CPOMS.
- Liaise with New Life Counsellor/Healthy Minds to identify, select, provide relevant information and complete paperwork on pupils receiving support.

### Liaise with Nurture Teacher

- *Liaise closely with nurture teacher and Steering group to select, monitor & review pupils within the Nurture and Sunshine groups using SDQ's & Boxalls*
- *Liaise closely with NT to select those pupils for Social Grps*
- *Discuss the organisation of relevant In-Service Support for Staff.*

### Liaise with Nursery Teacher

- *Liaise closely with Nursery teachers providing advice and guidance on SEN matters for those pupils with additional needs.*
- *Completion of all SEN paperwork with regards Annual Reviews, Psychology Referrals, RISE Referrals.*
- *Development of Transition Booklets for Nursery-P1*

### Liaise with Classroom Assistants

- *Organise Timetabling*
- *Regular meetings to provide advice and guidance on how to support and monitor their pupil's progress.*
- *Organise In-Service Training and professional development for CAs- **(Refer to Capacity Building of CAs)***

### Annual Reviews

- *32- Annual Reviews have been completed in 23-24*

## **SECTION 13- FUTURE CONCERNS**

- **Highlight any future concerns/future pupil needs that the Board of Governors should be made aware of or which the school needs to prepare for:**
  - *Implementation of The Language Programme*
  - *Continued implementation of Talk-boost*
  - *Inclusion of 3 additional pupils into SPiA class.*

## Appendix IV- Nursery Annual Report 2023-24 prepared by Ms Shaw (Head of Nursery)

### Current year Enrolement

This year (2023-24) we allocated all 52 places. The breakdown is as follows:

- 52 target age
- 2 overage retention

This also included 9 newcomer families

Children entered nursery with a variety of pre-school experiences to include:

- Surestart 2 year programme
- Creche/Daycare
- Home/Family Member
- Prior nursery school placement as a penultimate child

### Special EducationalNeeds

On entry to nursery in 2023-24 the breakdown of SEN was

- 2 children at stage 3 (statemented)

Currently the number of the children at stages 1-2 of the COP are as follows:

- Stage 1/ROC - 8
- Stage 2 - 5
- Stage 3 - 2

TOTAL OF 15 CHILDREN ON THE COP FROM STAGES 1-3

### Outside Agencies

Throughout the school year many referrals were made to a number of outside agencies. These included:

- Educational Psychology
- Family Hub
- Speech and Language Therapy
- Child Development Clinic
- Autism Spectrum Disorder Diagnostic Services

Some of these referrals were requested through the Health Visiting Service. This year our named Health Visitor

was Marie Payne. This appointment was made early on in the first term and was extremely useful as many children

had not been allocated a Health Visitor or had a temporary Health Visitor.

### Community Links

We continue to access many outside agencies / providers. They are as follows:

- Surestart
- Health Visiting Team
- Family Hub



- Social Services
- Speech and Language Therapy
- Shine Summer Scheme
- Mumo

## Links With Parents

We continue our amazing success at engaging parents via the Seesaw App. We also developed links with our

parents through the following:

- Parent Meetings - meetings took place via phone in November
- SEN parent meetings - Annual Reviews took place in February
- Sports Day - took place in June 2024
- Graduation - June 2024

On applying for a nursery place, parents were signed up to the Seesaw App. This was a valuable tool in

communicating with parents. It enabled staff to answer any questions and to remind parents of important

information regarding the applications process.

I also met with the new parents for 2023-24 individually in order to gather information and establish a baseline

for children as they enter nursery in September. This has enabled me to make onward referrals as necessary in

order to facilitate early intervention as and when needed.

Parents received an induction pack detailing information about St. Clare's Nursery Unit and induction/class details.

Nursery also facilitated the P.1. induction packs being distributed to the current nursery children.

## Curriculum and Learning

### SEESAW

- Initiative in September for the 2023-24 intake whereby a baseline will be established and uploaded onto

Seesaw for each child. This information was collated through the individual parent/child interviews

carried out by myself.

- We continued with the 'traffic light' system to track children's progress in each area.
- 

### COMET LANGUAGE ASSESSMENTS

- The majority of children were assessed during term 1 and children who scored 'red' were targetted for

additional input by

- Making a referral to speech and language therapy and/or inclusion in small group activities undertaken

every Friday and facilitated by a teacher from the WBPB

### THREE YEAR REVIEW

- The Health Visiting Service issued the ASQ (Ages and Stages Questionnaire) packs to parents through nursery

- According to their ASQ scores the H.V. team could make onward referrals to the appropriate agencies.

#### MEETING THE NEEDS OF SEN CHILDREN

- Early identification of need enabled staff to draw up either a 'Record of Concern' or an 'Individual Education Plan' to address specific needs of particular children.
- Several children were not independent in toileting. This delayed their starting date until such times as they were independent in using the toilet.
- This year one child entered nursery at stage 3 of the COP and so was allocated an assistant relatively quickly in the school year.
- Staff identified further children as presenting with additional/special needs and appropriate referrals took place.

I have also identified several children in next years intake as presenting with additional or special needs. Onward referrals will be made where appropriate and contact made with the Health Visiting Service.

## Links with other Schools/Pre-School Providers

- I continue my involvement with the West Belfast Partnership Board
- Involvement with Nursery ALNC What's App group to share best practice and advice on teaching and management issues. Also a great source of support for early years provision as a specialism.
- Local Surestart: Nursery also received transition reports from S.S. for these children. This was helpful in planning for provision in September.

## Pupil Voice

- As a nursery we pride ourselves in being as 'child led' as possible. This can be evidenced in the many Seesaw uploads which depict children's ideas and their comments on the learning experiences.
- By highlighting children's achievements in this way, we have felt that there is a great deal of pride expressed from staff, children and their parents.
- Throughout the year the staff closely monitored the children's involvement levels and modified plans to suit. Occasionally this meant re-writing plans to suit the needs of the children and incorporated what motivated them. As a result children were more engaged with the learning process and opportunities available to them.
- 'Pupil Voice' was recorded on each child's Transition Profile alongside Teacher and Assistants comments, thus highlighting the importance of what the children think and feel about their nursery experience.

## **Additional Programmes/Extra Curricular**

This year there were several programmes offered to our children including:

- Mini Explorers (mindfulness)
- Jump, Jiggle and Jive
- Eco-Schools Programme
- Rights Respecting Schools Programme
- Media Initiative for Children Programme
- Harper programme for transition
- Dental Programme

## **Acknowledgements**

As Head of Nursery I would like to acknowledge the staff, families and children with whom we have established a great partnership. This excellent relationship will hopefully facilitate a smooth transition for children as they embark on the next step of their education.

Thank you to:

- Mr. O'Doherty who has demonstrated that he recognises and values the importance of nursery education and the immense challenges that we face.
- Mrs Welsh (SENCO) has supported us as we worked to meet the needs of those pupils with the most complex needs.
- Mr Birt for his pastoral input, advice and guidance
- Mrs Corey and the Foundation Stage staff who have worked hard to ensure a smooth transition for all of our nursery children to primary one.
- Norah and Linda for their respective roles in helping with administrative tasks
- Dolores and the canteen staff for provision of school meals
- Extended teaching and non-teaching staff for their input
- Aisling, Caretaker who has worked tirelessly to maintain the nursery to as high a standard as possible
- All of the nursery staff who have supported me in various roles, some pastorally, in helping achieve our goals for the education and care of the children and their families.

## **Future Vision**

It is hoped that our nursery will continue to meet the needs of our youngest children, and their families. It is a safe haven for all whether they be from an established family in the area or from a newcomer family. We will rise

to the challenge of providing support for all children in an inclusive environment and access additional support for those children who present with ever more complex needs. I hope to instill a sense of pride within our staff by recognising and valuing their input and the difference that they make to our children's quality of life and learning. I hope that their talents can be nurtured too and that our nursery is a place of learning and growing for all. As Head of the Nursery I continue to serve the school, with Mr O'Doherty as principal and the children, families and extended community to the best of my ability. Thank you for supporting me in my role.

## Appendix V- Liturgies

• Opening of the School Year Mass	September
• Enrolment for Confirmation –	November
• Enrolment for First Communion mass-	November
• West Belfast Festival of carols at the Cathedral-	December
• Confessions for Advent for P4-P7 pupils-	December
• KS1 Nativity Play-	December
• FS Stage Nativity Play-	December
• Nursery Carol Service-	December
• Children's vigil Mass for Christmas-	December
• Ashes distributed in Nursery and Primary-	February
• P7 Retreat and Service of Light-	February
• Confirmation-	March
• First Confession	March
• Confessions for Easter	March
• First Communion	May
• Leavers Mass	June