

Our Lady Mother of the Saviour RC Primary School



SEND Information Report September 2019

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This annual SEND Information Report has been produced as a legal requirement identified in Section 69 of the Children and Families Act 2014; the Code of Practice 2014; the Equalities Act 2010 and contains information outlined in Schedule 1 regulation 51 of SEND Regulations 2014.

The Schools Mission Statement:

In our school family we live, love, laugh and learn alongside each other. Together we follow and achieve our dreams, as we journey with Jesus and Mary in happiness and peace.

1. Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report and see school's policies for the identification and assessment of pupils with special educational needs.

General School Details:

School Name:	Our Lady Mother of the Saviour RC Primary School		
School website address:	www.ourladysruncorn.halton.sch.uk		
Type of school:	Primary		
Description of school:	Our Lady's is a one form entry mainstream primary school, every member of staff is committed to providing a creative, inspirational, challenging and innovative learning environment, where everybody feels safe, secure and ready to learn. Children are encouraged to become responsible, independent learners who are fully equipped with skills for their future. We work hard to ensure strong, positive relationships are developed with parents and the wider community. We embrace the diverse backgrounds and cultures around us and develop our children to value these differences and create a strong family of learners.		
Number on roll:	192		
% of chn with SEND:	26%		
Date of last Ofsted:	December 2016		
Awards that the school holds:	Healthy Schools, Activemark, FMSIS, Sainsbury's School Games Silver, International Schools Dyslexia Friendly School Award, Artsmark, Reading Quality Mark		
Accessibility information about the school:	Our Lady's school is a single storey site; there is a ramp for wheelchair access at the front of the school. Our Lady's School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school. The schools accessibility plan is available on the website http://ourladysruncorn.halton.sch.uk/Pages/statutory_info.aspx		
Expertise and training of school based staff about SEND	ADHD basic awareness training Emotional coaching training Managing autism/ADHD within the classroom Nurturing Programme Dyspraxia Training No Worries Facilitator Team Teach Me Time	Drawing and Art therapy Wellness sessions Talk Boost Read Write Inc 1:1 phonics Precision teaching Elkan Gingerbear 1 st Class @number	Working memory in maths Communication and interaction development Speech and Language therapy Nessy Dyslexia training National award for SEN Co-ordination Pathological Demand Avoidance Emotional Literacy Support Assistant (ELSA) Speedy readers

Are the following documents available on the school's website?	SEN policy	Yes
	Safeguarding Policy	Yes
	Behaviour Policy	Yes
	Equality & Diversity	Yes
	Pupil Premium Information	Yes
	Complaints Procedure	Yes

Range of Provision and inclusion information:

How we identify special educational learning needs as a school. (see appendix A for the different types of need)

- When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting
- If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.
- If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.
- We are child and family centred so you will be involved in all decision making about your child's support. You will be invited to a meeting in September and will have regular updates regarding the progress your child is making.
- When we assess SEN, we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.
- We will write school based support plans (SBSP's), which outline the support your child will receive and their individual targets, with pupils and parents / carers.
- Parents and carers of children who are school based support are invited to come in to review their child's targets and EHCP reviews take place once a year and parents evenings take place twice per year
- We use a graduated approach of assess, plan, do, review to ensure that targets are being met, they are appropriate to the child and that their progress is reviewed.

Assess:

Teachers are expected to report on pupil progress on a half termly basis. In addition to this, children with SEN may receive additional assessments around their area of need informally during intervention sessions on a regular basis. This is monitored rigorously by SMT.

Plan:

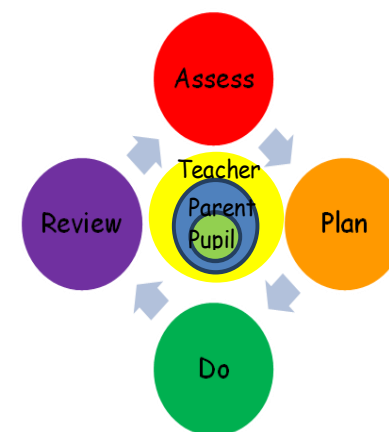
When a child is placed on the SEN register, they are given a school based support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision.

Do:

Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children.

Review:

SBSP's are updated on a termly basis. Children, parents and carers, class teachers, SENCO and any support staff working with the child will be expected to contribute to this. The review will detail the progress that the child has made in securing good outcomes and any changes or adjustments to provision that needs to



be made. At this review meeting, new outcomes will be devised for the child. The child's continued placement as SEN Support will also be discussed and whether they continue to require the additional and different provision.

[How we seek the views, opinions and voice of pupils and their parents in planning to meet their needs.](#)

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN support plan review	Parents and carers of children who are SEN support, class teacher, SENCO may be involved	Three times per year* please note that some of these reviews may coincide with parents evenings but a longer appointment can be provided to allow for a full discussion
Enhanced provision review or EHCP review	Parents and carers of children who are in receipt of enhanced provision	Once a year
Parents evenings	Parents and carers of all children	Twice per year
Booked appointments and meetings with the SENCo to discuss any concerns	Parents and carers of any child, class teacher, SENCo	As and when necessary

Our Lady's is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer <https://localoffer.haltonchildrenstrust.co.uk/> and helping parents to access SENDIAS Partnership Telephone: 0151 511 7733 Email: parentpartnership@halton.gov.uk

Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person centred planning approaches are central to the school's ethos for supporting children with SEN to achieve good outcomes.

Our Lady's actively seeks the views of all of its children. We have an active school council and this contains representatives from across the school. No child is excluded from engaging in this process. Children are elected by their peers and any child is able to seek nomination and election to the school council.

The children often take part in monitoring sessions throughout the school and this includes pupil voice interviews and pupil led learning walks.

What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.

- We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties such as dyslexia.
- We get support from local authority services and local special schools who provide outreach support.
- We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.
- We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.
- We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils' achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
- Our teaching assistants develop their own area of expertise to support children with particular areas of need. These teaching assistants will then be allocated to provide 1:1 and small group teaching support for children with SEN.

How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.

- Specialist equipment to support the curriculum
- Individual work spaces
- Access to ICT resources such as iPad, laptop, visualiser and assistive technologies such as dictation, and onscreen overlays
- Prompt and reminder cards for organisation
- Symbols and visual prompts

What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?

We tailor each approach to each specific child. This may include:

- Individual work spaces
- TEACHH approach
- Speech and language bespoke package
- Small nurture group sessions
- Activities such as Gingerbear to develop social communication
- Sensory equipment

- Prompt and reminder cards for organisation
- Symbols and visual prompts

What strategies / programmes /resources are available to support speech & language and communication including social skills?

- Intervention from speech and language therapist
- Delivery of personal speech and language programme
- Support from classroom assistant within class
- Support from SENCO/specialist TA for small group or individuals needs
- Range of language resources and programme materials

Strategies to support the development of literacy (reading / writing)

- Small group support in class for guided reading / writing
- Individual daily reading with to teaching assistant / teacher
- Reading schemes for 'struggling' readers, benchmarking to identify specific areas, book bands so reading books are specific to child's development
- Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills using Read Write Inc programme 1:1 phonics kit
- Delivery of a planned SpLD programme by a skilled teaching assistant such as Precision Teaching
- Nessy dyslexia support group
- Referrals to the visual processing clinic

Strategies to support the development of numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for 'catch up' maths activities using specific programmes such as 1st class @number and Every Child a Counter and concrete equipment such as Numicon
- Withdrawal by teaching assistant for 1:1 or small group support
- Sandwell Maths used to identify specific areas of need

How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.

- Personalised and differentiated curriculum
- Small group support in class from teaching assistant or teacher
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment and Strategies put into place as provided by professionals / specialist services / outreach
- School Based Support Plans and School provision mapping
- Mixed ability groupings for all lessons

How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).

How we evaluate the overall effectiveness of support.

- Rigorous tracking by SENCo for every pupils with SEN every term to ensure progress is being made against curriculum
- School Based Support plan personalised targets and regular review against the targets
- Intervention monitoring to ensure the support is effective
- Pupil Progress meetings with teachers identify any concerns

What we do when provision or interventions need to be extended or increased

- CAF - extra family support if needed or bringing professionals together
- Referrals to external professionals to undertake assessment and seek advice
- Initial meeting to set targets with parents and children and regular review of targets with child / parents
- Application for Education health and Care plan to supply addition support

Strategies / support to develop independent learning

- Use of individual timetables and checklists
- 'Chunking' of activities
- Task cards
- Individual steps to success
- Visual prompts
- 7 aspects of engagement linked personal development targets
- Nurture Group
- Social Skills Group
- Promoting Independence is a priority of the school and as such we use strategies such as 3B4ME and SPOT to encourage learners to find ways to support themselves rather than use the teacher

Support / supervision at unstructured times of the day including personal care arrangements

- Named midday supervisor at lunchtimes
- Individual pastoral support plans which specify break and lunchtime provision
- Playtime buddy system
- Supporting staff employed responsible for personal care for named pupils
- Lunchtime club run by ELSA

Extended school provision available; before and after school, holidays etc

- We offer a breakfast club.
- We offer a range of extracurricular activities during lunchtime and after school and sports clubs for pupils of different ages

How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?

- We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.
- A risk assessment is carried out before hand to ensure that everyone's health and safety will not be compromised.
- In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.

- Planned support from teaching assistant
- Meet and greet at start of day - emotional check-in
- Parental contact daily through home-school book
- Parental contact session weekly
- Referral to CAMHS
- Nurture groups in place
- Individual pastoral support plan
- Identified mentor
- Nurture room - The Den
- Wellbeing and emotional intelligence focussed lessons promoting mindfulness
- Emotional Literacy Support Assistant (ELSA) trained professional in school
- 'No Worries' Trained Facilitator, in partnership with the Educational Psychologist service, runs sessions termly to reduce anxiety
- 'Me Time' a bespoke programme focussing on developing skills to manage stress and anxiety
- ELSA
- Growth Mindset work

How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.

- Transition co-ordinator in school
- Regular meetings with parents
- Transition plans for individual children
- Risk assessments completed
- Close links with Halton transition lead
- Work with parent partnership
- Social stories and visual prompts for pupils
- Work through PSHCE on managing and preparing for change
- Programme of visits
- Longer term links with secondary schools to increase familiarity

Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.

- Intervention from physiotherapy / occupational therapy team
- Assessment and individual programmes
- Specialist resources
- Delivery of planned intervention programme by skilled member of school staff.
- Close liaison with medical staff where required
- Staff training for managing particular medical needs such as epilepsy, asthma, and allergies
- Staff have accessed Administration of medication training
- Close relationship with School health team and school nurse

Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.

- Pupils views are very important to us and we have an active school council.
- We hold regular coffee mornings/ parent workshops in school.
- We hold weekly Stay and Learn sessions for EYFS and KS1.
- The school will signpost appropriate groups and organisations to you which are relevant for your family's needs including Halton SENDIAS (Parent Partnership)
- The school works closely with the local authorities iCart team and will support families through a CAF.
- The school invites parents in for a target setting/ review meeting every term so that the parent can be involved in setting them and is aware of how they can support their child at home.
- The school has an open door policy and parents are always welcome to discuss their children at any time.

- Support services are available through the Local Offer <https://localoffer.haltonchildrenstrust.co.uk/> and through SENDIAS Partnership Telephone: 0151 511 7733 Email: parentpartnership@halton.gov.uk

How additional funding for SEN is used within the school for individual pupils.

- Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support, training and equipment)
- If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.
- Additional funding may be used to provide extra support, resources, training etc to meet the needs of the pupil.

Arrangements for supporting pupils who are looked after by the local authority and have SEND including examples of how pupil premium is used within the school.

- When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker termly.
- The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.
- A more detailed account of how pupil premium is used within the school is available on the pupil premium report on the website however examples include:
 - ❖ Rigorous intervention programme
 - ❖ iPads and additional resources for specific needs
 - ❖ Additional staffing trained to deliver intervention programmes
 - ❖ Subsidised cost for participating in opportunities and experiences

How outside bodies, LA, Health, Voluntary agencies are involved

- We work closely and have strong partnerships with other agencies who are involved in meeting the needs of pupils with SEND and in supporting the families of such pupils.
- We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions.
- We will always seek to involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite support.
- Parents will always be involved in any decision to involve specialists.
- Some of the agencies we work alongside and seek advice from include:

❖ Educational Psychology Service	❖ School Nursing Team
❖ Specialist Autism Teachers	❖ Social Care
❖ Speech and Language Support Service	❖ Early help team

- ❖ Occupational Therapy
- ❖ Child & adolescent mental health service (CAMHS)

❖ Specialist provision /units

Relevant school policies underpinning this SEN Information Report include:

- Complaints Procedure
- Teaching & Learning Policy
- SEN and Inclusion
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity
- Pupil Premium Information

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- SEN Code of Practice, 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Regulations 2014

SENCO Catherine Ming
SEN Governor Brenda McDermott
Headteacher Janet Ward

All can be contacted via the school on 01928711921 or sec.olms@halton.gov.uk

Further information can be found on the Local Offer <https://localoffer.haltonchildrenstrust.co.uk/>
and through SENDIAS Partnership Telephone: 0151 511 7733 Email: parentpartnership@halton.gov.uk

ANNUAL REVIEW

Completed by: Catherine Ming

Date: September 2019

Appendix A

Broad areas of SEND taken from SEND Code of Practice 0-25 effective September 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.