

ANNUAL REVIEW

SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Runcorn All Saints
School website address:	https://www.allsaintsceprimaryschool.net/
Type of school:	Mainstream Voluntary Aided Primary School
Description of school:	Runcorn All Saints is a small school with currently 103 pupils on roll and in an area of high deprivation and with high mobility. Deprivation indicators are 0.4 compared to national 0.2. The school is 1 form entry of 4 classes, of which all are mixed age. The school has a standard admission number of 20. The proportion of pupils with FSM is well above national average (55%). There are a small number of pupils from minority ethnic groups with EAL (14%) We also have 25% of SEN pupils requiring support which is significantly higher than National averages.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	103
% of children at the school with SEND:	28%
Date of last Ofsted:	July 2016
Awards that the school holds:	Healthy Schools, Green Tree School Gold Award, Halton Healthy Schools Status
Accessibility information about the school:	We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.
Please provide a web link to your school's Accessibility Strategy	http://www.allsaintsceprimaryschool.net/sen-information/4588835956?preview=Y;use_flash=1
Expertise and training of school based staff about SEND. (CPD details)	SENDco - Qualified National Award for Special Educational Needs Co-ordinator; Termly staff training from SENDco or external agencies;

Please comment specifically in relation to autism and include dates.	<p>Some staff have attended specialist visual impairment/ hearing impairment support training delivered by specialist teachers in these areas from Halton SEN Support;</p> <p>Support staff trained in reading support programmes and speech and language support programmes;</p> <p>Family Support Worker has attended Mental Health First Aider training (both Youth and Adult);</p> <p>Key staff are team-teach trained.</p> <p>NQT – SEND training during teacher training;</p> <p>Teaching and Support Staff have received behavioural support training from an experienced Headteacher from a Specialist School as well as from Halton Behaviour Support Service;</p> <p>Deputy Headteacher has attended Halton LA SEND Cluster training</p> <p>HLTA has training in providing support for children with SEND as part of HLTA status.</p>														
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<table border="1"> <tr> <td data-bbox="868 701 1165 741">SEND Policy</td> <td data-bbox="1166 701 1457 741">√</td> </tr> <tr> <td data-bbox="868 743 1165 784">Safeguarding Policy</td> <td data-bbox="1166 743 1457 784">√</td> </tr> <tr> <td data-bbox="868 786 1165 826">Behaviour Policy</td> <td data-bbox="1166 786 1457 826">√</td> </tr> <tr> <td data-bbox="868 828 1165 869">Equality and Diversity</td> <td data-bbox="1166 828 1457 869">√</td> </tr> <tr> <td data-bbox="868 871 1165 949">Pupil Premium Information</td> <td data-bbox="1166 871 1457 949">√</td> </tr> <tr> <td data-bbox="868 952 1165 1037">Complaints procedure</td> <td data-bbox="1166 952 1457 1037">√</td> </tr> </table>	SEND Policy	√	Safeguarding Policy	√	Behaviour Policy	√	Equality and Diversity	√	Pupil Premium Information	√	Complaints procedure	√	
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Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>At different times in their school career, a child or young person may have a special educational need.</p> <p>The Code of Practice defines SEN as: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <p>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or</p> <p>(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</p> <p>Teachers and support staff use quality-first training to help identify special educational needs and seek support from the SENDco, Deputy Headteacher or</p>

	<p>Headteacher.</p> <p>If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. We also seek external support where we deem this is necessary.</p> <p>In ‘CAP’ (Child Action Plan) planning and review meetings, staff seek the views and opinions of children and parents and these are embedded into successive plans.</p> <p>Parents/guardians are also encouraged to give feedback on the progress of their children at parents’ evenings and in feedback forms when receiving end of year reports.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>For some learners we may want to seek advice from specialist teams. In our school and LA we have access to various specialist services. We have access to services universally provided by Halton LA, which are described on the Local Offer website above.</p> <p>We may also refer to local NHS trust services for assessment of health needs as well as learning needs.</p> <p>Through our Family Support Worker, we will also refer children and their families to support/voluntary sector organisations that can provide a range of support to enable children to fulfil their potential.</p> <p>Some children who have SEND may also be subject to CAF/CIN and Child Protection orders. Regular meetings are used to help identify areas for further support</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Our Teachers will use various strategies to adapt access to the curriculum, this might include using:</p> <ul style="list-style-type: none"> • Visual timetables • Writing frames • I-pads, lap tops or other alternative recording devices • Positive behaviour rewards system • Writing slants and rests <p>Teaching and support staff will also act on advice from expert/specialist agencies to put strategies in place to enable a supportive environment.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>The school has a good working relationship with the local speech and language provider as well as with the school nurse.</p> <p>Through both of these agencies, representatives</p>

	<p>from our school attend meetings to establish care plans or receive specialist training to develop programmes to support children with social communication difficulties or autism.</p> <p>The school has a wide range of resources to use with children according to the individual plans and programmes recommended by specialists.</p> <p>Teaching staff and learning support assistants also meet with specialist speech and language staff when they visit children. They also put into action any advice/strategies in their day-to-day support and feed back to teaching staff on how to best support specific children in class-based situations as well as to parents.</p> <p>Alternative break and lunch time provision has been established to enable children with social and communication difficulties to access the full range of activities available to them.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>The school has a good working relationship with the local speech and language provider as well as with the school nurse.</p> <p>The school has a wide range of resources to use with children according to the individual plans and programmes recommended by specialists. Interventions are planned and delivered on a daily basis in order to help children make progress towards their individual targets – related to speech and language care plans.</p> <p>Teaching staff and learning support assistants also meet with specialist speech and language staff when they visit children. They also put into action any advice/strategies in their day-to-day support and feed back to teaching staff on how to best support specific children in class-based situations as well as to parents.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>We value high-quality teaching for all learners and actively monitor teaching and learning in the school. The school has a good range of resources including IT to help children make progress. Staff attend training in cluster groups in the borough of Halton and work closely with a partner church school to develop literacy further.</p> <p>This year, staff have attended twilight training in a progressive scheme for writing that includes opportunities to support children’s development</p>

	<p>in literacy.</p> <p>The school is also a member of an English Hub for Cheshire which provides a range of training opportunities for teaching/support staff. Moreover, staff attend training at a Halton Teaching School to develop strategies for children’s development of reading and writing.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Quality first teaching of maths to support children of all abilities. Additional TA support to overlearning techniques where needed. Catch-up programmes used to ensure children make progress.</p> <p>This year we have introduced a whole-school scheme to develop Maths Mastery. This scheme includes strategies to help children overcome difficulties and misconceptions in numeracy.</p> <p>Runcorn All Saints is also a member of the Cheshire and Wirral Maths Hub and part of a smaller Halton cluster within this Hub. Staff receive support to develop strategies to ensure children make progress in numeracy from EYFS to Year 6.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>At Runcorn All Saints C of E Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community.</p> <p>We create an inclusive culture in our school and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills. Monitoring progress is an integral part of teaching and leadership within Runcorn All Saints.</p> <p>Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.</p> <p>Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal</p>

	<p>meeting held at least once a term, where we all discuss progress and next steps.</p> <p>If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and the impact of this is shared with Governors.</p>
<p>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). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher.</p> <p>The Special Educational Needs and Disability Coordinator (SENDCO) will also support with the identification of barriers to learning. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess - ensuring that learning is taking place.</p> <p>Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things which distract them from learning. At Runcorn All Saints we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. We review the provision map each half term, and it changes every term if needed, as our learners and their needs change. Children are provided with child friendly targets where needed.</p>

<p>Strategies/support to develop independent learning.</p>	<p>Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards detail the expectations of all teachers, and we at Runcorn All Saints are proud of our children and their development.</p> <p>Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Runcorn All Saints Primary School to support learners with SEND across the year groups.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Children who need support have CAP's (child action plans) with individual details of how best to support that child at all times of the day. Some children have 1-1 supervision from adults at unstructured times. These adults have regular discussions with teaching staff and members of the senior leadership team to plan effectively for these times of the day.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Children are welcome to attend a free breakfast club before school and a range of after-school clubs which are led by teaching staff, support staff and also external providers. All learners should have the same opportunity to access extracurricular activities.</p> <p>At Runcorn All Saints in 2019-20 we are offering a range of additional clubs and activities including multi-sports, football, gymnastics, dance and arts and crafts. We are committed to making reasonable adjustments to ensure participation for all.</p> <p>We also work closely with our church to enable children with SEND to attend an after-school club on their site each week. This club reinforces our distinctive Christian ethos in a supportive environment.</p>
<p>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?</p>	<p>All staff at Runcorn All Saints take into consideration the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a</p>

	<p>child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’</p> <p>When planning for school trips and ‘activities outside of the classroom’, detailed risk assessments are carried out by teaching staff to take into account children who have SEND and how to work well with peers without SEND. Additional adults may be invited to attend such activities to enable children to feel more comfortable during activities outside of school. Parents/carers’ opinions are also sought before embarking on these activities.</p> <p>Any external provider is also involved in the planning stage for activities outside the classroom.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Nurture groups, lunch club, E-safety training for children and staff, cop stars for pupils, E safety officers, playground buddies, member of staff always available for children.</p> <p>Working with Everton in the Community, Upper Ks2 children volunteer as play leaders and support children in a range of activities at break and lunch times.</p> <p>Changes in routines are prepared for when possible to provide necessary adjustments for children’s needs. 1:1 staff are available to support children who have anxiety/are likely to react negatively to different situations or environments.</p> <p>Our Family Support Worker is available 2.5 days per week to work with children who lack self-esteem and to promote emotional wellbeing. She also accesses external agencies to support children’s emotional/social needs.</p> <p>The NSPCC works with the school on a two-year cycle to help children to learn about keeping themselves safe and what to do when children feel unsafe.</p> <p>All children are taught personal, social, health and emotional education through a Christian-values based programme called ‘Heart Smart’, this reinforces how to prevent anxiety/deal with bullying and also how to keep ourselves and others happy.</p>

	<p>Children in Years 5 and 6 access 'Healthitude', a full programme of activities provided by agencies co-ordinated by Halton Health Improvement Team. Children with Special Educational Needs or Disabilities have equal access to all of these programmes and strategies.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Reward systems, playground buddies, school rules, praise and encouragement, individual behaviour charts, stickers, VIP workers of the week, Premier League Primary Star of the week.</p> <p>Support from the Halton Behaviour Support Service ensures that strategies are effective and up to date. The school also works closely with this service to support families with behavioural needs at home.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment.</p> <p>Runcorn All Saints is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND.</p> <p>On entry into Reception class, children are encouraged to attend 'stay and play' sessions in morning or afternoons. They are also invited to come to welcome meetings along with their parents or carers. As part of their entry to school, children's needs are discussed in depth and additional steps may be put in place to ensure their best start to school.</p> <p>Moving classes will be discussed with parents and children at their summer 7 term review meeting. Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation. The school participates in transition meetings with colleagues in local secondary schools and discusses children who have SEND so that their needs can be planned for. Children with additional needs are also encouraged to attend initial transition days in secondary schools prior to the rest of the cohort attending. This assists in reducing anxiety and also helps children to prepare for next steps before leaving our school.</p> <p>Children who have SEND also participate in the</p>

	<p>Halton Health Improvement 'Crucial Crew' activity day during Year 5, where they experience a wide range of situations that they may face when growing up. This is alongside children who do not have SEND. The school participates in the 'Healthitude' programme for Year 1, Year 3 and Year 6. During this programme, outside agencies involve children in preparing for healthy lives including activities such as good nutrition; drug and alcohol awareness, mental health and well-being as well as first aid skills.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Collaboration with visual support specialist teacher, hearing support specialist teacher, physiotherapist, education psychologist, behaviour support teacher, occupational therapist, school nurse to support staff and pupils.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>CAF offered where needed, CAP termly meetings, regular target reviews. Parent Partnership details shared. Halton Behaviour Support Service family liaison support where needed.</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Runcorn All Saints receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This may be used for 1:1 interventions outside of the classroom as well as additional support within the classroom.</p>
<p>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.</p>	<p>Personal education plans (PEPs), regular review meetings, and pupil voice. Additional support provided by pupil premium and pupil premium plus in order to enable pupils to access resources. e.g. additional tutoring, I pads, other ICT programmes, nurture group activities to raise self-esteem. Emotional wellbeing check-ins with the Family Support Worker and referrals to outside agencies where needed. 1:1 learning support assistant interventions where needed or additional support within the classroom. Also, opportunities are provided for children to participate in events or activities that meet particular needs.</p>
<p>SENCO name/contact: Andrew Bainbridge (Acting SENCo September 2019 to March 2020) 01928572091 and Sarah Mitchell (April 2020 to July 2020) 01928572091</p>	
<p>Headteacher name/contact:</p>	

Jane Dilorenzo 01928572091

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Completed by: Andrew Bainbridge **Date:** 19th September 2019

SEND Broad Areas of Need

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 habilitation 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 (see the References section under Chapter 6 for a link).
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.