

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:	St. Martin's Catholic Primary School
School website address:	www.st-martins.halton.sch.uk
Type of school:	Voluntary Aided
Description of school:	1 form entry – 7 classes. On average, 30 children per class. All classes have designated T.A. time. On site pre-school - independent from school Pre and after school provision offered.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	199
% of children at the school with SEND:	4.98% (10 children) On average 25 children work with the learning mentor. On average 20 families work with the school based family support worker. This fluctuates as needs arise.
Date of last Ofsted:	15 May 2018
Awards that the school holds:	Healthy Schools Activemark Arts Mark Gold Sports Mark – Gold
Accessibility information about the school:	School is fully accessible.
Please provide a web link to your school's Accessibility Strategy	www.st-martins.halton.sch.uk

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SEND Reforms Boxall Profiling Nurture Groups Numicon Speech and Language Mathematics courses Medical training Dyslexia training ADHD training Attachment training Mental Health Training ELSA training		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	x
		Safeguarding Policy	x
		Behaviour Policy	x
		Equality and Diversity	x
		Pupil Premium Information	x
	Complaints procedure	YES	

Range of Provision and inclusion information:	
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.	<ul style="list-style-type: none"> • Observations • Work produced by child following QFT • Emotional being • Pastoral meetings • Parental/Carer consultations from an early stage
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.	<ul style="list-style-type: none"> • Advice from Ed. Psych • SALT • School Nurse • Specialist teacher • School's family support worker • Social care • CAMHS • Woodview • Orthoptic Department at Warrington Hospital
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Visual timetables • Use of i-pads • Supportive furniture/equipment
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> • Various strategies provided by SALT team • Support from Learning Mentor with social situations.
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Various strategies provided by SALT team • Support from Learning Mentor with social situations.

Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Small group work • Individual programmes if appropriate • Intervention strategies • CPD Training for teachers and T.A.s
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Numicon (KS1) • Small group work • CPD Training for teachers and T.A.s
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Each case is looked at carefully and the needs of the child are discussed between teacher/TA/parent or carer • Visual timetables • Furniture/equipment • When support is given • Where support is given
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.	<ul style="list-style-type: none"> • Observations • Progress made • NFER Testing • Assessments • (how SEND children perform at these time and whether or not they need a different approach/environment/support) • Parental/carers involvement • Advice from external links
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Target setting by child • Peer evaluations • Rewards • Child consultations
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Designated TA for individual children • Additional MDA supervision if required • Accessible toilet facility available
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • Breakfast club available from 7:30 a.m. • After school club available from 3:15 p.m. • Various link clubs • Family support worker able to advise on holiday provision
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?	<ul style="list-style-type: none"> • All children are encouraged to take part in residential/school trips. Each case is looked at carefully and provision is always put in place in response to the various needs met over the years.

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Learning mentor • PSCHE teaching • P4C • PCSO • Play Therapist • Family Support Worker
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Positive recognition • Pastoral support • Family support worker • Behaviour/attendance officer • CAF
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Pre-school settings are visited by EYFS staff • Pre-school visits to school • Parental pre-school meetings • Liaisons with external agencies • Transition programmes begin in Year 5. Children/parents/carers with SEND are offered consultations with the school SENDCo.
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Links with Woodview CDC for O.T. and physiotherapy support. • Regular meetings/drop-in sessions from school nurse.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • SENDCo/Family Support Worker/Learning Mentor will all offer support to parents and an open door policy is widely known.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • T.A. support within the classroom and used for 1 to 1 support • Resources • Funding for individuals – residential trips
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.	<ul style="list-style-type: none"> • T.A. support is given • Learning Mentor is implemented • Family Support Worker is included in cases as they arise. • Additional resources may be acquired – each case is accessed on its own merit.
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Completed by: Angela Clarke	
Date: 18th October 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.
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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.