ANNUAL REVIEW

SEND Information Report 2019-20

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 Mary's CE Primary School Runcorn WA7 2NR
School website address:	http://st-marys.halton.sch.uk
Type of school:	Primary with maintained nursery
Description of school:	Medium sized school
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	224
% of children at the school with SEND:	20.5%
Date of last Ofsted:	June 2019
Awards that the school holds:	International Award, RE Gold Mark, Eco Bronze and Silver, Sainsbury's Bronze PE Award Halton Healthy Schools Queens English Society
Accessibility information about the school:	Full access to the school buildings and all necessary facilities.
Please provide a web link to your school's Accessibility Strategy	Accessibility Plan
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Stephanie Moss SENco National SEN Award Jemma Brearley SENco National SEN Award

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and 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 and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	At different times in their school career a child or young person may have a special educational need. 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.' If a child has been identified with SEND before they begin Nursery or school, we use that information to liaise with any support agencies involved. At the heart of all our work is the continuous cycle of planning, teaching and assessing and if we feel that your child is not making the level of progress that we expect, we endeavour to identify any barriers to learning, using other professionals if needed. If you have any concerns about your child's progress, you should to speak to your class teacher who may ask for further support. At all times Parents/Carers are consulted and no decision will be made without agreement. We write support plans with the child and parents, taking account of pupil voice, which will set short term targets to ensure home and school, are working together.
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.	We use all the knowledge our staff have to overcome any barriers to learning, but at times we need to involve specialist support staff. At all times parents/carers would be consulted about this support. Some of the specialist support staff we have access to are Speech and Language Therapists from Chatterbugs, Woodview Clinic, Physiotherapists School Health, Visual Aid Support, Irlen testing, Dyslexic teaching, mentoring, CAMHS, VI, and Specialist staff from Halton SEN service. Support for children with physical barriers is available through School Therapists, Occupational Therapists and Physiotherapists. Staff receive training and support from these specialists to advise on strategies and programs of teaching and learning. If needed we hold multi-professional meetings to agree future plans, what we will do, and how we will all work together.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	Staff have access to training throughout the year and within school strategies are shared. Our computing lead teacher disseminates all new ICT resources and keeps staff currently up to date. The school have access to the latest ICT equipment and APPs and have purchased those appropriate for specific children. Our Key Stage 2 children all use a recognised dyslexic teaching program IDL to help support spelling. Our classrooms have access to coloured overlays; some children use different

	coloured work books, or enlarged reading books. We aim to adapt on an individual basis for each child with a need. On recommendation from the EP service we have adapted different resources such as precision teaching, visual timetables. Each class has dedicated TA support to help SEN children overcome barriers to learning.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	We take advice from Woodview clinics and SEN specialist staff. All children with social communication problems are completely individual and each child is planned for, with the parents, developing strategies for supporting the child. The children may receive access to break and lunch time groups with our Family Support Worker.
What strategies/programmes/resources are available to speech and language difficulties?	As a school we have regular visits and consultations from Chatterbugs Halton's speech and language service. Staff have attended courses led by Chatterbugs and have access to the training videos provided. Staff have been provided with training linked to specific areas which create barriers for our children. We have good relationships with the speech and language therapists, using their knowledge to support children in school. Occasionally children attend outreach speech and language sessions and school help to consolidate these. Some children within our school attend the specialist unit within The Brow school alongside their class at St Mary's.
Strategies to support the development of literacy (reading /writing).	All classes in mainstream school and nursery have intervention groups which are planned for and monitored by the senior leadership team for effectiveness. These are taught by class teachers or TAs to address any barriers to learning. This might include a child working 1:1 or in a small group. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.
Strategies to support the development of numeracy.	All classes in mainstream school and nursery have intervention groups which are planned for and monitored by the senior leadership team for effectiveness. These are taught by class teachers or TAs to address any barriers to learning. This might include a child working 1:1 or in a small group. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.
How we adapt the curriculum and modify teaching approaches to meet SEND and	All classes in mainstream school have intervention groups which are planned for and monitored by the

facilitate access.	senior leadership team for effectiveness. These are taught by class teachers or TAs to address any barriers to learning. This might include a child working 1:1 or in a small group. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.
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.	All support plans are written with the pupils and their parents/carers. Achievable targets are agreed, all staff within that child's classroom are aware of these targets. SEN children are assessed against these targets as well as the National Curriculum. Support plans are assessed at least termly and monitored by the SENCOs. This assessment includes pupil voice and parents where progress is discussed and next steps planned. This may include seeking further professional advice if the child is not making expected progress against their own targets. Occasionally children have EHCP's which involves their targets being set by Halton SEN service in consultation with school and parents.
Strategies/support to develop independent learning.	We use visual timetables and TA support is used carefully so that independence is promoted. Children are given small challenges to develop independence working closely with teaching staff and parents.
Support /supervision at unstructured times of the day including personal care arrangements.	At times children may need more supervision than others of the same age. We have mid-day assistants, TAs and in certain cases, an additional member of staff maybe employed to support that child. Children also have access to lunch and break time clubs.
Extended school provision available; before and after school, holidays etc.	N/A
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?	All staff provide clubs after school which encompass a range of activities. At times SEN children are offered priority in a club, such as our Dog Therapy Club. We have also run projects specifically for groups of SEND children, one involved children producing work for display in the local library.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	In our school behaviour has been graded outstanding by OFSTED. Our bullying policy is online and strictly adhered to. If instances of bullying are found, this is dealt with swiftly and effectively by the senior leadership team. A TA works with children who have emotional difficulties, mentoring them to develop their strategies for coping emotionally. We have a dedicated Family Support Worker who works closely alongside staff and parents to help with strategies to alleviate anxiety and to promote

	emotional wellbeing. Each class participates in Meditation lessons daily.
What strategies can be put in place to support behaviour management?	We are a school led by Christian values that are taught and embedded within collective worship in school. These values are followed by all children. In our school behaviour has been graded outstanding by OFSTED. Our behaviour policy is online and strictly adhered to. In class children are aware of the reward systems which praise good behaviour and sanctions for unacceptable behaviour. As a school we record instances of misbehaviour and bullying using an online system CPOM's. This allows detailed records to be kept of actions, parent and teacher discussions and records of strategies used.
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	All children are visited at home by the Nursery teacher and staff before they begin, giving them a chance, in confidence, to discuss any concerns or worries. Transition days are planned for children entering mainstream school from our Nursery and other settings. Transition meetings are planned with all high schools with extra discussion timetabled for any SEND/vulnerable children.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Some of the specialist support staff we have access to are Speech and Language Therapists, Chatterbugs, School Health, Visual Aid Support, Irlen testing, Dyslexic teaching, mentoring, CAMHS, and Educational Psychologist meetings who can recommend other specialists. Support for children with physical barriers is available through School Therapists, Occupational Therapists and Physiotherapists.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	We have an open door policy for parents at our school. SEN parents are involved in writing their child's support plan alongside the teachers. Parents are invited to parents evening to discuss their child's progress and at other times of the year to share books. All SEN decisions are made in consultation with parents.
How additional funding for SEND is used within the school with individual pupils.	Some children due to their needs have allocated funding provided from the authority. This is used in accordance to their needs.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil	All children who receive Pupil Premium have specialised intervention strategies in place planned by staff. Looked after children have their support

premium is used within the school.	planned for in their Pep.

SENCO name/contact: Stephanie Moss   Jemma Brearley

Headteacher name/contact: Rachel Tainsh

ANNUAL REVIEW 2019-20
Completed by: Stephanie Moss   SENCo   Date: 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.