

## **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 |

<b>General School Details:</b>	
School Name:	St Michael's Catholic Primary School
School website address:	<a href="http://www.stmichaelscatholicprimaryschool.co.uk">www.stmichaelscatholicprimaryschool.co.uk</a>
Type of school:	Catholic (Aided) Primary School with a Pre-School provision.
Description of school:	This is a one form entry primary school. The standard admission number is 30: there are 10 classes and a Foundation Unit. St Michael's has extended school provision which facilitates Breakfast and After School Clubs. The majority of the school's intake is white British and St Michael's has a high percentage of pupil premium children (49%) and 45% of pupils access free school meals.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	238
% of children at the school with SEND:	19%
Date of last Ofsted:	20 <sup>th</sup> February 2019
Awards that the school holds:	P4C Bronze Award PE Quality Mark Sainsbury's Silver Kite Mark for PE Music Ambassadors 2019

Accessibility information about the school:	The school is a three story building and at present has no lift access. There are toilet facilities and rooms that are accessible for all. All appropriate measures are taken to cater for all children including those with SEND needs.		
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.stmichaelscatholicprimaryschool.co.uk/send/">https://www.stmichaelscatholicprimaryschool.co.uk/send/</a> (page down for SEND documents)		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>We have an experienced SEND team and experienced, qualified teaching staff. We also have a Learning Mentor, a school counsellor and support staff that have been trained in supporting SEND pupils.</p> <ul style="list-style-type: none"> <li>• SENCO National Award for Special Educational Needs Coordination</li> <li>• Mental Health First Aid</li> <li>• Boxall Profile Training</li> <li>• Asthma and Allergy Training</li> <li>• TEAM Teach</li> <li>• Welcomm Training</li> <li>• Termly training from attending SENCo workshops</li> <li>• Lego Therapy</li> <li>• CAMHS Training</li> <li>• CAF Training</li> <li>• Precision Teaching training</li> <li>• Maths and SEND project</li> <li>• Working with Children and Individual Families –Level 4</li> </ul>		
Documentation available:	Are the following documents available on the schools website?  <a href="https://www.stmichaelscatholicprimaryschool.co.uk/send/">https://www.stmichaelscatholicprimaryschool.co.uk/send/</a>	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

<b>Range of Provision and inclusion information:</b>	
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"> <li>• A child or young person may have a special educational need at different times in their school career.</li> <li>• 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.</li> <li>• If you tell us you think your child has SEN we</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• We are child and family centred so you will be involved in all decision making about your child's support.</li> <li>• 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.</li> <li>• When a child 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.</li> <li>• We will write School Support Plans with pupils and parents/carers which we implement and then review progress at the end of each term.</li> <li>• We also encourage you to give feedback on the progress of your child at parents' evenings, review meetings and in feedback forms.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We get support from local authority services and local special schools who provide outreach.</li> <li>• We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Each half term, the SENCO attends Group Consultation meetings led by Educational Psychologists, where individual pupils are discussed and advice and strategies are shared.</li> </ul>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>• Specialist equipment to support the curriculum</li> <li>• Access to ICT resources such as IPad, IPod, laptop, visualiser</li> <li>• Prompt and reminder cards for organisation</li> <li>• Symbols and visual prompts</li> <li>• Writing slopes</li> <li>• Specialist pens, pencil grips, rulers etc.</li> <li>• Writing frames</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>We work very closely with the local speech and language provider (ChatterBug) and with specialist teachers from Halton to support children with social communication difficulties or autism. The following are some of the strategies and programmes that are currently used in school:</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Support during unstructured times e.g. lunch and break times</li> <li>• Access to quiet areas</li> <li>• Use of sensory resources</li> <li>• Social Communication programmes</li> <li>• 5 Point Scale</li> <li>• Use of Boxall Profile to produce individual plans</li> <li>• Now and Next cards</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>When children enter the Foundation Stage, their speech and language skills are assessed using Wellcomm materials. If a child is identified as benefitting from additional support, parents will be consulted and some of the following may be provided:</p> <ul style="list-style-type: none"> <li>• Intervention from speech and language therapist</li> <li>• Delivery of personal speech and language programme</li> <li>• Support from classroom assistant within class</li> </ul>

	<ul style="list-style-type: none"> <li>• Support from SENCO/specialist TA for small group or individual</li> <li>• Support with pre-learning vocabulary</li> <li>• Range of language resources and programme materials e.g. Talk Boost, Black Sheep.</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Depending on the needs of the child, a range of strategies are used to develop literacy skills such as:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Small group support in class for guided reading / writing</li> <li>• Individual daily reading with a teaching assistant / teacher</li> <li>• reading schemes for ‘struggling’ readers</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Delivery of a planned SpLD programme by a skilled teaching assistant</li> <li>• Delivery of Better Reading Support Partners programme.</li> <li>• Use of Lexia reading programme and IDL reading and spelling programme.</li> </ul> <p>We are also a partner school of the North West Learning Partnership which provides a wide range of training opportunities in reading and writing for teaching and support staff.</p>
<p>Strategies to support the development of numeracy.</p>	<p>We are a partner school of the North West Learning Partnership which provides a wide range of training opportunities in maths for teaching and support staff and we can also access training and support from Maths Hubs North West 3. We use the following strategies:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Small group support in class through guided teaching</li> <li>• Withdrawal in a small group for ‘catch up’ maths activities using relevant programmes</li> <li>• Withdrawal by teaching assistant for 1:1 support</li> <li>• Use of specialist maths resources online for reinforcement</li> <li>• 1:1 tuition</li> <li>• Assessment, resources and games from the Maths and SEND Project attended by the SENCO</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>A range of strategies and interventions are used to ensure that children have a personalised and differentiated curriculum:</p>

	<ul style="list-style-type: none"> <li>• Small group support in class from a teaching assistant or teacher</li> <li>• 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</li> <li>• Specialist equipment</li> <li>• Individual support plans (educational, behaviour, pastoral)</li> <li>• EHCP (Education, Health and Care plan)</li> <li>• Time spent in a year group more appropriate to the needs of the child</li> <li>• School / year group provision mapping</li> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> <li>• Visual timetables</li> <li>• Now and then task sheets</li> </ul>
<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).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>In addition to parents' evenings, if a child is receiving additional support then parents will be invited into school on a termly basis to discuss the additional support given and review its effectiveness. SEN School Support Plans will be used to record this additional support and to review progress. If a child has an EHCP, the same termly reviews will take place but the EHCP will also be formally reviewed annually.</p> <p>Progress towards outcomes may be assessed by:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Review of books</li> <li>• Learning walks</li> <li>• Discussions with the child</li> <li>• CAF</li> <li>• External professionals</li> <li>• Pupil progress meetings</li> <li>• Regular review of targets with parents/child</li> <li>• Assessment used in specific programmes e.g. Lexia/IDL</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Individual success criteria</li> <li>• Visual prompts</li> <li>• Working with the Learning Mentor</li> <li>• Developing pupil voice</li> <li>• Self assessment/peer assessment</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> <li>• Named midday supervisor at lunchtimes</li> <li>• Individual pastoral support plans which specify break and lunchtime provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Playtime buddy system</li> <li>• Auxiliary staff employed who are responsible for personal care for named pupils</li> <li>• Access to Learning Mentor at specific times of the day</li> <li>• Quiet area available at break times</li> <li>• 1:1 supervision</li> </ul>
Extended school provision available; before and after school, holidays etc.	St Michael's offer a breakfast and after school club. There is also a range of lunchtime and after school activity / 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?	St Michael's has an experienced team of teaching assistants who will support pupils to be included in activities outside the classroom. The Learning Mentor will often support certain pupils on residential trips and individual programmes are often put in place to ensure that the child can enjoy any outside classroom activities.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• Planned support from teaching assistants</li> <li>• Meet and greet at the start of day by all staff</li> <li>• Parental contact daily through home-school book if needed</li> <li>• Referral to CAMHS</li> <li>• Nurture groups in place and a nurture class</li> <li>• Individual pastoral support plan</li> <li>• Identified mentor</li> <li>• Circle time</li> <li>• PSHE programme</li> <li>• School counsellor</li> <li>• Support from pastoral team</li> <li>• Regular visits from NSPCC (2 year cycle)</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• Use of the school's behaviour policy</li> <li>• Individual behaviour plans in place</li> <li>• Social skills / behaviour group using social skills programme</li> <li>• Daily behaviour record/report card</li> <li>• Time-out support</li> <li>• Reward system - Dojo</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual pastoral support plan</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time</li> </ul>
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"> <li>• Reception class 'Stay and Play'</li> <li>• Meet with High school staff</li> <li>• Meetings with Pre -School, parents/carers</li> </ul>

	<p>and other professionals as necessary</p> <ul style="list-style-type: none"> <li>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Close links with Halton transition lead</li> <li>• Work with parent partnership</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHE programme on managing and preparing for change</li> <li>• Programme of visits</li> <li>• Longer term links with secondary schools to increase familiarity</li> </ul>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources</li> <li>• Delivery of planned intervention programme by skilled member of school staff.</li> <li>• Close liaison with medical staff where required</li> <li>• Staff training for managing particular medical needs e.g. allergy and asthma training.</li> <li>• 15 staff are first aid trained and 3 have Paediatric First Aid certificates.</li> <li>• 10 staff have been trained in administering medicines.</li> </ul>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> <li>• We direct parents to the Halton Local Offer website to signpost appropriate groups and organisations which are relevant for their families' needs</li> <li>• For parents, we offer a range of family learning opportunities and we work in conjunction with Halton Family Learning team to deliver these.</li> <li>• We hold regular coffee mornings, assemblies and 'Stay and Play' sessions in school.</li> <li>• The school works closely with the local authorities Early Help Team and will support families through a CAF.</li> <li>• Parents' evenings are held twice a year.</li> <li>• SEN Review meetings are held termly</li> <li>• We also gain the views of pupils through pupil interviews and school council meetings.</li> </ul>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment) The local authority may contribute if the cost of meeting an</p>

	<p>individuals needs is more than £10,000 per year.</p> <p>This additional funding may be used for 1:1 interventions as well as additional support within the class.</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>	<ul style="list-style-type: none"> <li>• Personal Education Plans (PEPs)</li> <li>• Specific interventions</li> <li>• Enrichment activities</li> <li>• Extra-curricular clubs</li> <li>• Additional classes before / after school</li> <li>• Additional staffing e.g. Learning Mentor, School Counsellor, School Librarian, SEN specialist teacher.</li> <li>• 1:1 tuition and music tuition</li> <li>• Subsidise school visits and residentials</li> <li>• Purchase of iPads and other ICT resources</li> </ul>
<p><b>SENCO name/contact: Jill Davies/Hayley Brown 0151 424 4468</b></p>	
<p><b>Headteacher name/contact: Paul Loughran</b></p>	
<p><b>ANNUAL REVIEW 2019-2020</b>  <b>Completed by: Jill Davies _____ Date: November 2019</b></p>	

**SEND Broad Areas of Need**

<b>Communication and Interaction</b>	
<b>6.28</b>	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.
<b>6.29</b>	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.

<b>Cognition and Learning</b>	
<b>6.30</b>	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.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Social, Emotional and Mental Health difficulties</b>	
<b>6.32</b>	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.

<b>Sensory and/or Physical Needs</b>	
<b>6.34</b>	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).
<b>6.35</b>	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.