

SEND Information Report 2023-2024

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

Roles and responsibilities

The SENCO - The SENCO at St Edward's is Miss Percival.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor - The SEN Governor at St Edward's is Mrs Christine Cornes.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher The Headteacher at St Edward's is Mrs Snell.

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

General School Details:	
School Name:	St Edward's Catholic Primary School
School website address:	https://www.stedwardscatholicprimaryschool.co.uk/
Type of school:	Voluntary Aided
Description of school:	Smaller than average-size primary school.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	114
% of children at the school with SEND:	17%
Date of last Ofsted:	13 th and 14 th December 2022
Awards that the school holds:	Healthy Schools Award 2023, Silver Sports Award, Investors in People

<p>Accessibility information about the school:</p>	<p>St Edward's is a one storey building, which has ramp access to the front entrance and to the FS classroom. There is an accessible toilet near the front entrance.</p>
<p>Please provide a web link to your school's Accessibility Strategy</p>	<p>Accessibility Policy and Plan</p> <p>https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&pid=49</p>
<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<p>As a school, CPD for SEND takes high priority. We have continued with additional training into Quality First Teaching strategies to support children with specific learning difficulties for Reading, Writing and Maths and reflecting on the changes to the SEND Code of Practice.</p> <p>SEND support plans have been amended and include pupil voice and parental support.</p> <p>In addition to this, all staff (Teachers and Teaching Assistants) have been trained in Mathematics strategies, which provides a whole school approach to supporting children develop their basic skills. These strategies are based on Cognitive Load Theory which are designed to support all children, but are specifically helpful to children with SEND. Lessons are delivered bearing in mind intrinsic and extrinsic cognitive load. Information is chunked into small sections before the 'whole' is introduced; instructions are kept simple and written work kept to a minimum.</p> <p>Two teaching assistants have attended training in Nurture support, which is used throughout the whole school. One member of staff has been ELSA trained.</p> <p>Two members of staff have attended training for Mental Health First Aid, to deliver support for pupils experiencing mental health difficulties. Whole staff have had Mental Health Awareness Training.</p> <p>St Edward's is committed to raising staff expertise in the area of SEND and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.</p> <p>All TA's have been trained by the Stoma Nurse to support a child with a stoma. Early Years staff have had language and communication training (WellComm)</p> <p>MP Safeguarding SENDCO workshops SENDCO group meetings Mental Health First Aid Training EHCP training Woodview referral training The SEND Code of Practice Teaching pupils with Dyslexia Child Neglect Child Protection in Education Domestic Abuse Health and Safety in Education Preventing Bullying</p>

	<p>Online Safety The Prevent Duty SEND Code of Practice FM Safeguarding Send Training</p> <p>SP Safeguarding HLTA Training Change for Life Mentor training Emotion Coaching Conference Life skills (anxiety intervention) training</p> <p>AW Safeguarding Mental Health Training HLTA training Supporting pupils with spelling difficulties</p> <p>AM Wise behaviours training Teaching Interventions in Maths Attachment difficulties Emotion Coaching Conference Life skills (anxiety intervention) training Mental Health First Aid training</p> <p>WC ELSA training</p> <p>MB/CS Neli Training Lego Therapy Training (CS)</p> <p>All staff: Safeguarding iPad training with reference to SEND Positive handling First Aid Mental Health First Aid SEND Code of Practise</p>
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Documentation available:	Are the following documents available on the schools website?	SEND Policy	SEND Policy https://www.stedwardscatholicprimaryschool.co.uk/page/?title=SEND&pid=53
		Safeguarding Policy	Safeguarding and Child Protection Policy https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Safeguarding&pid=51
	If yes please	Behaviour Policy	Behaviour Policy 2023-24


insert the link to the documents page.		https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&pid=49
	Equality and Diversity	<p align="center">Equality Objective</p> https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Equality+Objectives&pid=45
	Pupil Premium Information	<p align="center">Pupil Premium information</p> https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Pupil+Premium&pid=50
	Complaints procedure	<p align="center">Complaints Policy</p> https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Statutory+Information&pid=54

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>We recognise that some of our children have a wider range of needs than others and these can be summarised into the following categories:</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties 4. Sensory and Physical Needs <p>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</p> <p>If we think that one of our children has SEND needs, we will discuss this with parents/carers and investigate. We will share with parents/carers what we find out and agree next steps as to how we can all help the child.</p> <p>If one of our children does not appear to be making the same level of progress as other children of their age we will undertake assessment in school including Dyslexia Screening using Nessy Quest, and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</p> <p>We are child and family centred so parents will be involved in all decision making about their child's support. Support Plans are written with the pupils, as we believe pupils voice is essential in supporting learning. We use homework to repeat and practise activities that are new and present an achievable challenge.</p>

	<p>Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants. SENDCO, specialist teachers/agencies.</p> <p>We use WellComm to assess speech, language and social communication needs.</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>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.</p> <p>We get support from local authority services and local special schools who provide outreach.</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>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.</p> <p>We will hold multi-agency 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.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Specialist equipment to support the curriculum, such as reader pens Lexia Reading Support Individual work spaces Wobble cushion, bump bands Access to ICT resources such as Ipad, Chrome book and Pen Reader Prompt and reminder cards for organisation Symbols and visual prompts Use of colour on interactive whiteboards Coloured overlays Ear defenders Toilet adaptations to support pupils with physical difficulties</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Social and Communication 1:1 support Teaching assistants allocated to work with individual children Individual, personalised support plans Small group support Visual timetables</p>
<p>What strategies/programmes/resources</p>	<p>Intervention from speech and language therapist using Telehealth and in school appointments Delivery of personal speech and language programme</p>

are available to speech and language difficulties?	<p>Support from classroom assistant within class</p> <p>Support from SENCO/specialist TA for small group or individual</p> <p>Range of language resources and programme materials, including Lexia Core 5</p> <p>WellComm assessment and intervention</p>
Strategies to support the development of literacy (reading /writing).	<p>Small group support in class for guided reading / writing</p> <p>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</p> <p>Use of ICT to support pupils through programmes such as Nessy. Read, Write, Inc has been implemented for over a year, so pupils will have group and 1:1 support, as well as specific interventions.</p> <p>Talk for Writing has been introduced this year, to enable all pupils, including those with SEND, to engage in storytelling and writing.</p>
Strategies to support the development of numeracy.	<p>Small group support in class through guided teaching</p> <p>Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon</p> <p>Withdrawal by teaching assistant for 1:1 support</p> <p>Use of specialist maths resources online for reinforcement</p> <p>GL Dyscalculia Assessment.</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>Personalised and differentiated curriculum</p> <p>Small group support in class from classroom assistant or teacher</p> <p>Personalised support in the classroom from a teaching assistant to facilitate access through support or modified resources</p> <p>Specialist equipment</p> <p>Individual plans (educational, behaviour, pastoral)</p> <p>Some time spent in a year group more appropriate to the needs of the child</p> <p>Strategies put into place as provided by professionals / specialist services / outreach</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>Observation</p> <p>Target setting</p> <p>Support plan targets and review</p> <p>Individual pastoral support plans</p> <p>MAP</p> <p>External professionals undertaking assessment</p> <p>Regular review of targets with child / parents</p>
Strategies/support to develop independent learning.	<p>Use of individual timetables and checklists</p> <p>'Chunking' of activities</p> <p>Individual success criteria</p> <p>Visual prompts</p> <p>'PSHCE' / personal development targets</p> <p>Precision teaching</p> <p>Pre-teaching</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Individual pastoral support (where needed) plans which specify break and lunchtime provision</p> <p>Playtime buddy system</p> <p>TA support at break and lunch times</p> <p>Middy assistants informed of any issues which may arise at lunchtime.</p>

Extended school provision available; before and after school, holidays etc.	We offer a breakfast club. Various after school 'Link' Clubs collect children from school. We offer 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?	All children are included in outdoor learning, class based trips and residential visits and visitors to the school. Children are supported where necessary and additional adult support is provided for children with additional needs. Risk assessments are carried out and strategies implemented to ensure full inclusion for all of our pupils.
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 Parental contact daily through home-school book Referral to CAMHS REFERRAL TO mhst Nurture groups in place Individual pastoral support plan Identified mentor Lego therapy
What strategies can be put in place to support behaviour management?	Use of the schools behaviour policy Individual behaviour plans in place Social skills / behaviour group using social skills programme Daily behaviour record Time-out support Reward system Support and intervention from outreach behaviour specialist eg. Brookfields Individual pastoral support plan Strategies in place for unstructured times of the day e.g. alternative location for break time Referral to PBS (Positive Behaviour Support Team) Key worker identified
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	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 Enterprise activities to deal with handling a budget Basic cooking skills in new purpose built kitchen area.
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, eg. Stoma Training
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>We have an open door policy, where parent van speak to their child's teacher at any time.</p> <p>We discuss the learning with parents at parents evening.</p> <p>The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.</p> <p>The school works closely with the local authorities IWST team and will support families through a CAF.</p>
How additional funding for SEND is used within the school with individual pupils.	<p>Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.</p> <p>If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.</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>St Edward's monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority.</p> <p>The progress of all vulnerable groups will be assessed, monitored and discussed at half termly pupil progress meetings with the Assessment Co-ordinator and Headteacher.</p> <p>In Halton Pupil Premium is not automatically allocated to 'looked after' pupils but the school will apply for it if there is a need for extra funding identified in order to provide:</p> <ul style="list-style-type: none"> • Specific interventions • iPads • Additional classes before / after school • Additional staffing • Seesaw
SENCO name/contact: Maria Percival Percival.m@stedwardsatholicprimary.co.uk	
Headteacher name/contact: Angela Snell Head.stedwards@halton.co.uk	
Completed by:	Date: 26/09/2023
	

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.