

## NEW SEND Information Report 2024-2025

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 2015, Regulation 51, Schedule 1.](#)

<b>General School Details:</b>	
School Name:	Runcorn All Saints Church of England Primary School
School website address:	<a href="https://www.allsaintsceprimaryschool.co.uk/halton/primary/runcorn">https://www.allsaintsceprimaryschool.co.uk/halton/primary/runcorn</a>
Type of school:	Mainstream Voluntary Aided Primary School
Description of school:	Runcorn All Saints is a small school with currently 100 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 has four classes (EY, 1&2, 3&4 and 5&6) with year groups being taught separately for the majority of core subjects in the morning. The school has a pupil admission number of 20. The proportion of pupils with FSM is well above national average. Numbers of pupils with EAL rises year-on-year and is above National. Numbers of pupils with SEND are in-line with National but there is a higher percentage of pupils with EHCP's particularly in EYFS.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	100
% of children at the school with SEND:	17%
Date of last Ofsted:	September 2024
Awards that the school holds:	Silver School Games Mark & Science Quality Mark
Accessibility information about the school:	At Runcorn All Saints, we have 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 to all.
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.allsaintsceprimaryschool.co.uk/halton/primary/runcorn/site/pages/keyinformation/policies">https://www.allsaintsceprimaryschool.co.uk/halton/primary/runcorn/site/pages/keyinformation/policies</a>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENDco – Working towards NASEND award with Level 7 Apprenticeship (National Award for Special Educational Needs Co-ordinator); Termly staff training from SENDCO or external agencies; All Staff trained in Autism and inclusivity. Head Teacher & Family Support Worker trained Senior Mental Health First Aid Leads (children and adults) Key staff team-teach trained

	<p>Family support worker and additional teaching assistant ELSA trained</p> <p>All Staff had Trauma-informed Practice Training</p> <p>HT completed additional SEND training through Inclusive Learning North</p>
--	--

**School Policies/Procedures:** Add website links to each individual policy below or explain where policies can be accessed by parents/carers

SEND Policy	On school website Key information tab → Special Education Needs page
Safeguarding Policy	On school website Key information tab → Policies page
Behaviour Policy	On school website Key information tab → Policies page
Equality and Diversity	On school website Key information tab → Policies page
Pupil Premium Information	On school website Key information tab → Policies page
School Complaints Policy/Procedure	On school website Key information tab → Policies page

**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. 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. 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 (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 a range of formative and summative assessments to help identify special educational needs and seek support from the SENDCo and SEND Leadership team. If a learner is identified as having SEND, 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 ‘IEP’ (Individual Education Plan) planning and review meetings, staff seek the views and</p>
---	---

Range of Provision and inclusion information:	
	<p>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 such as EP consultations, EP visits, RISE and Halton SEND team. We have access to services universally provided by Halton LA, which are described on the Local Offer website above. 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 MAP/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"> <li>Visual timetables</li> <li>Widgits</li> <li>Writing frames</li> <li>I-pads, lap tops or other alternative recording devices</li> <li>Fidget toys</li> <li>Wobble cushions</li> <li>Chair bands</li> <li>Sensory tents/spaces</li> <li>Positive behaviour rewards system</li> <li>Writing slants and rests</li> <li>Sensory items such as lighting, boards</li> <li>Movement breaks/Sensory circuits</li> </ul> <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 work with the local speech and language provider (Communicate) as well as with the school health department. We also work alongside specialist teachers when further support is needed.</p> <p>Through both of these agencies, representatives from our school attend meetings to establish care plans or receive specialist training to</p>

Range of Provision and inclusion information:	
	<p>develop programmes to support children with social communication difficulties or autism. 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 'quiet club' 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 work with the local speech and language provider as well as with the school health department to gain support and strategies for children with speech and language difficulties.</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.</p> <p>A number of programmes such as Nesy and targeted interventions such as Progress in Writing are used to support the development of writing.</p> <p>The school have embeded the Floppy's phonics scheme to further support reading and writing skills across the school. The school's reading / phonics lead monitors the planning and delivering of the scheme and holds half termly meetings for further development.</p>

<b>Range of Provision and inclusion information:</b>	
Strategies to support the development of numeracy.	Quality first teaching of maths supports children of all abilities. Additional TA support in all classes is in place to support overlearning techniques where needed. Catch-up programmes are used to ensure children make progress including 1stClass@Number – an EEF intervention is being delivered this year to pupils in Year 2. Further similar interventions are to be started in the academic year 2024-2025.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<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. 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 SEND. 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 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>
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>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</p>

<b>Range of Provision and inclusion information:</b>	
	<p>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. 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.</p> <p>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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. We review the provision map each term, and it changes every term if needed, as our learners and their needs change. Children are provided with child friendly SMART targets.</p>
Strategies/support to develop independent learning.	<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 describes the interventions and actions that we undertake at Runcorn All Saints Primary School to support learners with SEND across the year groups.</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Children who need additional and specific support have IEP's (Individual Education Plans) with individual details of how best to support that child at all times of the day. Some children have additional supervision from adults at unstructured times. These adults have regular discussions with teaching staff and members of</p>

Range of Provision and inclusion information:	
	<p>the senior leadership team to plan effectively for these times of the day.</p> <p>Relevant staff have been trained in medical support for diabetes. We also have staff delivering physio interventions</p> <p>There is an alternative provision in place at lunchtime where children can access quiet club – an alternative to the playground.</p>
Extended school provision available; before and after school, holidays etc.	<p>We have a free breakfast club daily which is open to all children in school. Bagels are also provided for each class for late arrivals.</p> <p>We offer a range of after-school clubs which are led by teaching staff, support staff and also external providers. All learners have the same opportunity to access extracurricular activities. We are committed to making reasonable adjustments to ensure participation for all.</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>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 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>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>We have a number of nurture sessions that support pupils throughout the day lead by our trained ELSA.</p> <p>Our Mental Health Ambassadors led of supporting well-being across school and have a number of key events over the year to raise awareness and support in this area.</p> <p>Staff led on organised games at playtimes so support those who are finding the unstructured times difficult.</p>

Range of Provision and inclusion information:	
	<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 3 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>We have two trained Senior Mental Health Lead First Aiders in school.</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, this reinforces how to prevent anxiety/deal with bullying and also how to keep ourselves and others happy.</p> <p>There are two trained ELSA in school who deliver sessions on a 1-to-1 basis.</p> <p>Halton Family Learning Team come in to support pupils and families with different aspects of mental health and well-being.</p> <p>School Health come on led on sessions with the Year 6s and the whole staff team on stress awareness and mental health.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>We have a wide range of strategies in place to support behaviour management including but not limited to: reward systems, playground buddies, school rules, praise and encouragement, individual behaviour charts, stickers, workers of the week, star of the week, Christian Value award, Headteacher specialist acknowledgement awards and post cards home to parents.</p> <p>The whole school use a 'good to be green' reward system and promote excellent behaviour with 'good to be gold'. If a child needs further support with behaviour an individual behaviour plan will be created.</p>



<b>Range of Provision and inclusion information:</b>	
<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. Home visits are carried out by the EYFS staff team.</p> <p>Transition meets are also in place between the SEND Leadership team and the previous setting to support transition at all levels.</p> <p>Moving classes will be discussed with parents and children at their summer term review meeting.</p> <p>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. Children participate in the 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. The school use a variety of outside agencies to 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>Runcorn All Saints works in collaboration with visual support specialist teacher, hearing support specialist teacher, physiotherapist, education psychologist, occupational therapist, school nurse to support staff and pupils with</p>

<b>Range of Provision and inclusion information:</b>	
	specific needs. Plans reflect the support and strategies that are needed and these are put in place and actioned by support school.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	When needed MAPs and EH are offered. We hold termly IEP meetings and meeting are offered with the SEND Leadership team to all parents/carers who have concerns. Parent support of SENDIAS details shared.
How additional funding for SEND is used within the school with individual pupils.	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 as well as additional support within the classroom. Funding is also used to purchase SEND resources and equipment.
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.	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.
<b>SENCO name/contact:</b> Joanne Robertson (senco@runcornallsaints.school)	
<b>Headteacher name/contact:</b> Joanne Robertson (head.runcornallsaints@haltonlearning.net)	
<b>ANNUAL REVIEW 2024-2025</b>	
<b>Completed by:</b> Joanne Robertson	<b>Date:</b> 12 <sup>th</sup> October 2024