

## **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:	St Edward's Catholic Primary School
School website address:	<a href="https://www.stedwardscatholicprimaryschool.co.uk/">https://www.stedwardscatholicprimaryschool.co.uk/</a>
Type of school:	Voluntary Aided
Description of school:	Smaller than average-size primary school.
Does our school have resource base? Yes or No	No
Number on roll:	117
% of children at the school with SEND:	10.2%
Date of last Ofsted:	13 <sup>th</sup> and 14 <sup>th</sup> December 2022
Awards that the school holds:	Healthy Schools Award 2023, Silver Sports Award, Gold Sports Award, Investors in People
Accessibility information about the school:	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.
Please provide a web link to your school's Accessibility Strategy	<b>Accessibility Policy and Plan</b>  <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&amp;pid=49">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&amp;pid=49</a>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<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>One teaching assistant has attended training in Nurture support, which is used throughout the whole school. One member of staff has been ELSA trained.</p> <p>One member of staff have attended training for Mental Health First Aid, to deliver support for pupils experiencing mental health difficulties.</p> <p>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>

All TA's have been trained by the Stoma Nurse to support a child with a stoma, he has now left last year.  
 Early Years staff have had language and communication training (WellComm)

FM  
 Starting SENCo NPQ October 2024  
 Safeguarding  
 Send Training  
 Autism Awareness

SP  
 Safeguarding  
 HLTA Training  
 Change for Life Mentor training  
 Emotion Coaching Conference  
 Life skills (anxiety intervention) training  
 PDA Training  
 Safer Handling

WC  
 ELSA training  
 PDA Training  
 Safer Handling

MB  
 Neli Training

CS  
 Lego Therapy Training  
 Mental Health

Vickie Wilks  
 Mental Health Training (Completed by the end of 2024)  
 L4 Autism Training

All staff:  
 Safeguarding  
 iPad training with reference to SEND  
 Positive handling  
 First Aid  
 Mental Health First Aid  
 SEND Code of Practise  
 Prevent  
 Anaphylaxis  
 Thrive Training  
 Autism Awareness

Safeguarding Policy	<b>Safeguarding and Child Protection Policy</b> <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Safeguarding&amp;pid=51">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Safeguarding&amp;pid=51</a>
Behaviour Policy	<b>Behaviour Policy 2023-24</b> <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&amp;pid=49">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Policies&amp;pid=49</a>
Equality and Diversity	<b>Equality Objective</b> <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Equality+Objectives&amp;pid=45">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Equality+Objectives&amp;pid=45</a>
Pupil Premium Information	<b>Pupil Premium information</b> <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Pupil+Premium&amp;pid=50">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Pupil+Premium&amp;pid=50</a>
School Complaints Policy/Procedure <b>NEW REQUIREMENT</b> Policy must specify <i>'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'</i> .	<b>Complaints Policy</b> <a href="https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Statutory+Information&amp;pid=54">https://www.stedwardscatholicprimaryschool.co.uk/page/?title=Statutory+Information&amp;pid=54</a>

### 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.

We recognise that some of our children have a wider range of needs than others and these can be summarised into the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

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

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.

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

<b>Range of Provision and inclusion information:</b>	
	<p>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  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>

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

<b>Range of Provision and inclusion information:</b>	
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 Zones of regulation The Zen Den
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.	We have an open door policy, where parent can speak to their child's teacher at any time. We discuss the learning with parents at parents evening.

**Range of Provision and inclusion information:**

	<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>
<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 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. 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>
<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>	<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"> <li>• Specific interventions</li> <li>• iPads</li> <li>• Additional classes before / after school</li> <li>• Additional staffing</li> </ul> <p>Seesaw</p>

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**ANNUAL REVIEW 2024-2025**

**Completed by: FMcCulloch Date: 11.09.2024**

