

NEW SEND Information Report 2024-2025

This Special Educational Needs and 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.](#)

General School Details:	
School Name:	St Gerard's Catholic Primary and Nursery School
School website address:	https://www.st-gerards.halton.sch.uk/
Type of school:	Maintained
Description of school:	1 form entry school 2-11 year olds.
Does our school have a resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	216
% of children at the school with SEND:	16%
Date of last Ofsted:	2021
Awards that the school holds:	School Games Silver, Music Mark, Primary Science Quality Mark, International School Award, The Primary Geography Quality Mark, 5 Ways to Wellbeing Award, Artsmark Gold Award and Nurture International Award
Accessibility information about the school:	Please refer to the Accessibility Plan: https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
Please provide a web link to your school's Accessibility Strategy	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
Expertise and training of school based staff about SEND. (CPD details)	Team Teach Seasons for Growth Talk Boost Wellcomm EYFS Wellcomm Primary Safeguarding Thrive (2 practitioners) Adaptive Teaching Practices SMART Targets Boxall Profile EAL Training Read Write Inc Phonics

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
Safeguarding Policy	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981

Behaviour Policy	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
Equality and Diversity	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
Pupil Premium Information	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981
School Complaints Policy/Procedure	https://www.st-gerards.halton.sch.uk/page/statutory-policies/27981

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>When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them including parents, previous settings and specialists. We use the information already available to identify possible barriers to learning which aid in planning appropriate support strategies. If parents believe that their child has a special educational need, we will discuss this with them and assess their child accordingly. Often the assessment will be carried out by the school but sometimes we will request advice from more specialised services such as Educational Psychology, Speech Therapy...</p> <p>Sometimes teachers feel that a child has a special educational need; this may be due to a child not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify that child's needs and plan strategies to support their learning. If a child has been identified as having a barrier to their learning, parents will be contacted by the class teacher or the school's Special Educational Needs Coordinator (SENDCO), Laura Roberts-Lord and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For</p>	<p>We have regular contact with external agencies to support staff and children in school including: Educational Psychologists,</p>

Range of Provision and inclusion information:	
example health, social care, local authority support services and voluntary sector organisations.	CAMHS, Communicate - Speech and Language, Occupational Health, Woodview Child Development Centre, NSPCC, iCart, Halton Nurture Network, Positive Behaviour Support Service, Ged Murphy Consultancy, Therapy Dogs, EWO, Safeguarding Children's Board. This list is not exclusive and we will enlist the services of professionals that are needed when possible.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	Children have access to ICT resources such as Ipad, laptop and specialist equipment when required. We also use Specialist computer-based programs such as IDL, Third Space Learning and Ruth Miskin Phonics. Classrooms contain a visual timetable and visual prompts.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	Our teachers use adaptive teaching strategies and supporting resources in the classroom. There is sensory support, Now and Next boards, ear defenders, safe spaces, personalised reward systems, speech and language, nurture style SEMH support. We use Talkboost, Wellcomm, turn-taking games and communication friendly spaces.
What strategies/programmes/resources are available to speech and language difficulties?	Intervention from speech and language therapist Wellcomm assessments for Reception and Year 1 Delivery of personalised speech and language programs TalkBoost trained staff Use of adaptive teaching practices in classroom
Strategies to support the development of literacy (reading /writing).	Quality First Teaching Adaptive teaching practices Small group support IDL 1-1 phonics Structured phonic sessions – RWI Handwriting Intervention Fine Motor skills Intervention Precision Teaching SAFMEDS Talking Tines Literacy Company Pathways Intervention Reading Rulers/coloured overlay Pre and Post teach
Strategies to support the development of numeracy.	Quality First Teaching Adaptive teaching practices Small group support TTRockstars and Numberbots Pre and Post teach ThirdSpaceLearning Step Up to Progress

Range of Provision and inclusion information:	
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> Quality First Teaching Adaptive teaching practices Small group support Task Planners Now and Next Boards Personalised Reward Systems Visual timetable Pre teach/ Post teach Multi-sensory approach Specialist equipment Use of diagnostic tools Nurturing school approach Support Plans Provision Mapping
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.	<ul style="list-style-type: none"> Lessons and pupil observation Educational Psychologist planning and consultation Annual Review Zonar Assessment Tracking Intervention Tracking Pupil Voice Learning Walks Support Plans Pupil Progress Meetings Standardised Assessment scores Pupil Premium monitoring EAL monitoring Termly reviews of targets with child/parents Parents Meetings School Report Dojo Meetings with Teachers / Teaching Assistants Family Support Worker
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> Visual Prompts Task boards Now and Next Boards Chunking activities Individual success criteria Processing time Emotional coaching Concrete, pictorial and abstract scaffolds Precision teach Mutli-sensory approach Writers tool kits Classroom display/working walks Peer work Sand timers
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> Play Leaders Behaviour Charts SLT supervision in the dinner hall Ear defenders

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> Lego club The retreat area for quiet play Playtime buddy system Individualised support around specific break and lunchtime provision
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> Breakfast club and after-school club A range of sports clubs (lunch time and afterschool)
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?	<ul style="list-style-type: none"> Ensure all activities are accessible Individual Risk Assessments Parent helpers (if required) Higher ratios of adults to children when needed Adaptive equipment Staff Training if needed Discuss needs of specific children
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> Meet and greet at the start of the day Mental Health in Schools Team Therapy Dogs PSHE Lessons Young carers Link Family Support Worker Parent workshops Planned transition Educational Psychology Service Lego Club KS1 Sensory room provision Mental Health Awareness Days Family Wellbeing Session Rewards and sanctions system SCARF PSHE Personalised approach to needs Daily check ins Social groups
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> Use of the school behaviour policy Individual Behaviour Plans Daily check-ins Class Dojos and rewards RISE education support Head Teachers Award SDQs Daily Check ins Class Dojos Dojo shop Behaviour and Attendance team referrals Pointing parents to services to access Social groups
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"> Regular meetings with parents Transition plans for individual children Risk assessments completed

Range of Provision and inclusion information:	
	<p>One Page profiles Programme of visits Personalised approach Transition booklets/photo books Meet the teacher sessions</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Intervention from physiotherapy / occupational therapy team Assessment and individual programmes Specialist resources where needed 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 Care plans for pupils with medical needs. Yearly training e.g. asthma, epilepsy, allergy etc Medical files Care plan meetings</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Parents evenings Open door and appointments by request Curriculum Booklets Dojo ParentApp Supporting materials provided for home Parent courses/learning Parent learning Stay and pray sessions Family Support worker Parents/carers are encouraged to take an active role Social Supermarket sessions Working closely with local authorities</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Specialist training Interventions: buying schemes and specific apps Additional sessions with educational psychologist service. Specialist equipment Assistive technologies Online supporting programs Access to trips and residentials Access to sports clubs Children at School Support will access support based on needs through school SEN budget and additionally through Pupil Premium if they are in receipt of Free School Meals. Children identified as needing an EHC (Educational Health Care Plan) will sometimes receive additional funding. How this will be used will be discussed in termly and annual review meetings. Children in Care, in receipt of Pupil premium will have an identified plan of how additional funding</p>

Range of Provision and inclusion information:	
	will be accessed and used as part of a PEP (personal Education Plan)
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>Specific interventions</p> <p>Resources</p> <p>Access to extra-curricular activities</p> <p>Access to Educational Psychology Service</p> <p>Specialist support/service</p> <p>Electronic programs and equipment</p> <p>Mentoring</p> <p>Play/lunchtime activities</p> <p>Family support</p> <p>PEPs</p> <p>A personalised approach dependent on the child's needs</p>
Complaints	
	Class Teachers are always willing to discuss ways of addressing concerns and working together with parents. Following this, parents and carers of pupils with SEND and or disabilities should first contact the SENCO or Head Teacher with any concerns or complaints about the provision for their child. They will then follow the School's Complaints Policy if required.
SENCO name/contact: Mrs L Roberts-Lord lauraroberts@stgerardswidnes.co.uk	
Headteacher name/contact: Mr K Landrum head@st-gerards.halton.sch.uk	
ANNUAL REVIEW 2024-2025	
Completed by: Mrs Roberts-Lord Date: October 2024	