



# SEND Information Report Autumn 2021

*Love, Learn, Grow Together*

This report is constructed in compliance with Schedule 1 Regulations 51 of the SEND Code of Practice 2014.

## **SEND Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction:

- Discussion Groups
- Think yourself great
- Access support from outside agencies

### 2. Cognition and learning

- Phonic groups
- Maths small group intervention work
- Learning Assistant support in English and Maths
- One to one support where needed Access
- support from outside agencies Toe by Toe
- and Nessy

### 3. Social, emotional and mental health

- Learning Support Assistants where needed
- Discussion groups
- Access to outside agencies
- Thrive, ROAR and Detsy Island

### 4. Sensory and/or physical needs

Pupils with a Statement of SEND/EHCP will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The school building enables access to pupils with physical difficulties, including those in wheel chairs.

Reference should be made to the school's Disability Equality Scheme.

- Children receive support from outside agencies – (e.g. sensory service)

It is the responsibility of each Class Teacher to inform the SENCo of any child who needs additional support. Once identified, the Class Teacher and SENCo will write a One Page Profile listing specific targets. The profile will provide details of how these targets may be achieved and who will support the child. These profiles will be reviewed every term. The school will involve parents in the One Page Profiles that are written for their child. School

staff will measure the impact of the support given to each child and the progress each child is making.

Teachers set high expectations for every pupil. A range of pupils have special educational needs, some of whom may also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning means that these pupils are able to study the full national curriculum. The school recognises that all children are individuals and therefore all lessons are differentiated to meet their needs. The curriculum is adapted to suit the needs of each learner and a multisensory approach to teaching is promoted.

The School can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.

The School receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

We can make referrals, with parents' consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service).

We are also able to access Occupational and Physiotherapy services and counselling Services such as YPAS.

School staff can access the expertise of teachers from other schools in their Primary Consortium.

### **Our Approach as a School:**

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy Sept 2015)

All pupils are rigorously tracked in Reading, Writing and Maths. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions will vary depending on the needs of the individual child or groups of children. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact parents before a planned activity if we think the child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs the child may have to ensure full participation.

If a child is new to our school then progress will be discussed with the previous school or nursery. If parents think their child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Headteacher and the child's needs can then be discussed.

In September 2021 we have 35 children receiving some form of SEND Support. We have internal processes for monitoring quality of provision and assessment of need. These include book scrutiny, learning walks and data analysis.

### **Staff development and Qualifications:**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our SEND team:

Mrs McKinstry successfully completed the National Award for SENCOs in 2015. All Local Authority School Improvement briefings and transition meetings are attended, and information is fed back to school staff.

Teaching and Support staff have had additional training in:

- Sensory Awareness course
- Language and communication course
- Catch-up numeracy training
- Think Yourself Great tutorial
- Spelling and phonic strategies training

### Staff deployment:

Considerable thought, planning and preparation goes into utilising our support staff (see Provision Map) to ensure children achieve the best outcomes, this includes for them to gain Independence and are prepared for adulthood from the earliest possible age.

A full list of our external partners can be found in our contribution to the Local Offer.

Extending our school approach, we commission using an outcomes-based approach.

### Co-producing with children, young people and their parents:

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action or Event	Who's involved	Frequency
Parents' Evening	Class teachers and parents/carers	Termly
Newsletters	St Charles' Catholic Primary School and parents	Published every Friday
Website	St Charles' Catholic Primary School and parents	Weekly
TAC Meetings	SENCo and Parents/Carers. When required external agencies are also invited	As required
Coffee Mornings	Class Teachers, Head teacher, Phase Leaders and Parents/carers.	As required (information for parents)
Emails	School admin and parents/carers	When required
Phone calls	School admin and parents/carers	When required

### Complaints:

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCo.

Reference should be made to the school's Complaints Policy which can be found via the website [www.stcharlescatholicprimary.com](http://www.stcharlescatholicprimary.com) should further action be deemed necessary.

We aim to deal with any complaints at the earliest opportunity.

Parents are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents are always welcome to discuss any matter relating to their child's progress.

## **School External Partnerships and Transition Plans:**

- Parents are invited to look around the school and meet senior staff. The child will also be invited to visit and stay for a short session before starting school. EYFS staff also carry out home visits in the weeks leading up to the child's first day at school.
- We will contact any early-years settings, or other schools the child has attended to gather information about their needs.
- We will contact any specialist services that support the child and ask parents to invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for the child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- We develop a transition plan in partnership with the parents, the child, the new setting and specialist staff supporting the child to ensure that they enjoy a smooth transition.
- The SENCo attends a transition day organised by the Local Authority to meet with Secondary colleagues to discuss each child and hand over any background information regarding their individual needs.

## **Accessibility:**

St Charles' Catholic Primary is an inclusive school and all reasonable adjustments are made to ensure that the school environment is as accessible as possible.

The school has a disabled parking bay and easy access through double doors into the main reception. There are two disabled toilets.

We ensure that wherever possible equipment is available to children in order for them to access the curriculum e.g. writing ramps, radio aids, coloured overlays, use of iPads and laptops.

## **What worked last year:**

Key successes this year include: the effectiveness of provision in narrowing the gap between pupils identified as SEND Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting.

- the proportion of pupils identified as SEND Support participating in extra- curricular activities and represented in specific groups e.g. Gardening Club
- the effectiveness of online learning throughout lockdown, as well as the paper learning packs which were delivered to children. Daily and weekly phone calls to check on well-being and updates on the school website with agencies/ charitable organisation who could offer additional support to SEND children. Meals to those families who were classed as vulnerable and also had a child with SEND. Uniforms provided for those children who needed them for transferring to secondary school. Communication with secondary schools with regards to transition and online transition for those who were not in school.

### **Further development:**

Our strategic plans for developing and enhancing SEND provision in our school next year include: planned lesson observations, learning walks and evaluation of data. A 2021-22 Action Plan has been written and will be monitored and evaluated regularly.

Our areas for development for 2021-22 are: to implement the Thrive approach across the school, organising further staff development opportunities, highlighting pupil voice.

### **Coronavirus:**

St Charles' Catholic Primary School were committed to ensuring that standards of inclusion were maintained during the Coronavirus outbreak. We followed the Dfe guidance documents: [https://www.gov.uk/guidance/help-children-with-send-continue-their-education-duringcoronavirus-covid-19?utm\\_source=67154f47-8b28-4f1c-98a0-9649cd594005&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/help-children-with-send-continue-their-education-duringcoronavirus-covid-19?utm_source=67154f47-8b28-4f1c-98a0-9649cd594005&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate) <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessmentguidance/coronavirus-covid-19-send-risk-assessment-guidance>  
In line with these documents' children with EHC plans had an individualised risk assessment. We worked with parents and carers to support identified children in line with their needs and used a range of approaches including social stories, contact with key staff and phased returns.

Where children were working from home in a blended or lockdown scenario they were supported to access learning as much as possible. Support for families was available from the SENCO, Head Teacher, Deputy Head Teacher and external services such as the ADHD Foundation, OSSME and SENISS.

Risk assessments were completed to enable external specialists to work with children, and for intervention groups to happen in school where this was needed. Our approach to groups minimised staff working across defined class "bubbles" and key stages. Social distancing was applied by staff working with different groups of children.

If this situation was to arise again in the fourth coming academic year (2021-2022) we would be guided by the Dfe as to what measures would be expected to be put in place.

### **Relevant school policies underpinning this SEND Information Report include:**

- SEND Policy 2021
- SEND Code of Practice 2015
- SEN and Disability Act 2001
- Sen and Equality Act 2010
- Admission Policy
- Local Offer

### **Legislative Acts considered when compiling this report include:**

- Children & Families Act 2014

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Dedicated SEND time: Monday pm  
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Local Offer Contribution: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>