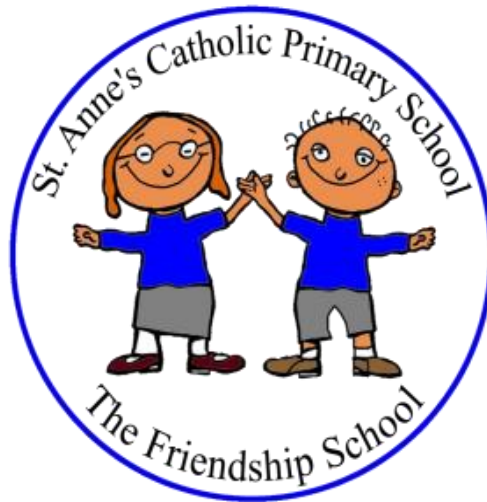


St Anne's Catholic Primary School SEND INFORMATION REPORT



2022/2023

SEN INFORMATION REPORT

St. Anne's Catholic Primary School

2022/2023

The school Inclusion Team are:

Mrs M White/Mrs G Murphy (SENCO)

Angie Parkinson (Learning Mentor 9-11)

Paula Williams (Learning Mentor 0-8)

St. Anne's Catholic Primary School is a mainstream primary school which is committed to inclusion, and ensuring that all our pupils can achieve their best possible outcomes. We take a person-centred planning approach and consider the holistic needs of pupils when making decisions regarding provision. Quality first teaching and learning is practiced in all classes and our wide range of high-quality interventions offer a very strong provision to all pupils who require additional support. Staff meet regularly to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes. Underpinning ALL our provision in school is the graduated approach cycle of:



Summary of Effectiveness of SEND Provision

We adopt a graduated response in supporting all our pupils with special educational needs or disabilities (SEND)

“Leaders and staff identify those pupils with SEND quickly. They work closely with other professionals to gain the right advice for supporting pupils. Leaders ensure that pupils with SEND study the same curriculum as their peers. Staff plan learning in carefully ordered steps. Leaders and staff work closely with parents and carers to plan and review the progress of these pupils.”

Ofsted Report November 2021

Additional funding for pupils who have SEN and/or disabilities ensures their good progress as they go through school.

Types of SEND provided for within the school

- Within our school a variety of additional educational needs are provided for. This includes children with communication and interaction needs, cognition and learning needs, social, mental and emotional health needs and sensory or physical needs.
- Children with specific learning needs are fully included and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.
- Children with more complex needs may receive 1-1 support through high needs funding if it is deemed that this will enhance their academic progress.

Policy and procedure for identifying children with SEN and assessing their needs

All pupils are tracked in all subjects, especially English and Maths, throughout the school year. Whole school Vernon spelling test is carried out annually and formal assessments of reading and maths termly. Staff meet the needs of the children through Quality First Teaching and if there are concerns regarding progress, parents will be informed and additional support or intervention may be provided, depending on the need of the individual child.

- Additional support or intervention is a graduated response, individual to the child's needs and applying the Assess, plan, do review model.
- Intervention is then monitored and evaluated by class teachers, the SENDCo, the assessment co-ordinator and the head teacher at regular pupil progress meetings.
- Any new children joining our school will be assessed on entry in a variety of different ways and information from a child's previous school and parents will also be sought.
- If you think that your child has additional needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENDCo.

Arrangements for consulting parents of children with SEND and assessing and reviewing their needs

- We endeavour to work closely with parents and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, SENISS, Speech and Language and Outreach teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEND Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review and set new targets.
- We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENDCo if you are worried or concerned about any aspect of their child's learning or development.
- We can make referrals, with your consent, to many specialist services including the Educational Psychologist, SENISS, CAMHS (Child and Adolescent Mental Health Service), community paediatrician and SLT (Speech and Language Therapy Service) along with the ASD pathway.

· Annual reviews will be held for pupils with Education Health Care Plans. The Local Authority will be invited to attend these meetings alongside parents and school.

Arrangements in place for consulting young people with Send and involving them in their education

□ Focus is given to what lessons the children enjoy within school, any hobbies, interests, their learning style/behaviours, and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.

□ Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.

All children within St. Anne's are supported in terms of their overall wellbeing through our inclusion team, which also includes our two learning mentors, and whole school community.

□ Children know they can talk freely to any adult within the school about any issues which are concerning them.

□ PSHE lessons are integral to the school curriculum using the Jigsaw curriculum.

□ Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children.

□ Play leaders and lunchtime activities offer support for all children and encourage team-work and friendship building.

□ We have an active school council who are nominated annually by their peers and consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings. Annual nominations are made for our Pupil Leadership Team and selected by the teaching staff.

Arrangements for supporting children in moving between phases of education

□ Transition within the school and between classes and key stages is planned for with the child.

□ When considering an application for a place in St. Anne's you are very welcome to contact the school and make an appointment to meet with a member of the senior leadership / learning mentor team to discuss any issues.

□ · You will be invited to look around the school and meet with a senior member of staff.

□ · We will contact any early year's settings, or other schools your child has attended to gather information about their needs.

- · We will contact any specialist services that support your child and if appropriate 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 your child.
- · We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible.
- · If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.
- · The SENCO attends the annual SEND transition briefing and shares appropriate SEND information with the relevant secondary schools.

Approach for teaching children with SEN

- At St. Anne's we know that all children learn in different ways. Therefore, all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all children.
- In order to support all children, the curriculum is delivered in a variety of ways. All lessons within school are scaffolded in order to support the needs of all children.
- Small group and individual support are offered to children whom we feel would benefit from this. We understand that children learn at their own pace, so we closely monitor progress.
- Advice will be given to parents/carers relating to how they too can best support their children.

Adaptations made to the curriculum and learning environment for children with SEN

- We endeavour to ensure that all children in St. Anne's are fully included in all aspects of school life. · All children are unique and all children, regardless of their SEND, learn in different ways.
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEND.
- Examples of adaptations may include the use of specialised equipment, technology, when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.

· We adopt a dyslexia friendly approach to teaching and use visual timetables to support pupils with ASD. We seek advice and guidance from the educational psychologist, speech and language, ADHD foundation and other outside agencies for ways in which to better support pupils.

Staff training to support children with SEN

- The SENDCo attends termly Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENDCo and school staff can access training through their Primary Consortia with links to the Educational Psychologist, ADHD Foundation, MAST speech and language support,
- All staff in the school may receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes Dyslexia Friendly Teaching techniques, assessing children with Special Educational Needs, Supporting Pupils with ASD and Speech and Language support strategies.
- When deemed necessary, and in consultation with parents, pupils can be referred to Seedlings for counselling through CAMHS.

Support Staff

· Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and be prepared for adulthood from the earliest possible age.

· Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children with specific needs or individual pupils. Their targeted support is decided at termly progress meetings, during which a new provision map is formulated and support staff take part in the ongoing cycle of monitoring and planning. Support staff have all completed the Maximising the Impact of Teaching Assistant Training.

· Some members of support staff are designated to one-to-one roles with pupils which is arranged through high needs funding applications to Liverpool City Council for eligible pupils. Support staff put in the least amount of support first in order to encourage independence

Enabling children with SEN to engage in activities available to children in the school who do not have SEND

· St. Anne's is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-individual activities and residential.

· We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This

may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

Support available for improving emotional and social development

- The school learning mentors, alongside all school staff, are available to support all pupils with their social and emotional needs.
- The school employs a Seedlings counsellor through CAHMs, MHST- Alder Hey, Sanctuary charity, who can support children if a referral is deemed necessary.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.
- PSHE lessons are integral to the school curriculum.
- Children are regularly taught about staying safe, particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff.
- Outreach support for children with emotional needs is provided as and when required · Children can be referred for counselling with the permission of parents.

Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and supporting their families

- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service), ADHD Foundation and MAST.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), Community Paediatrics, SLT (Speech and Language Therapy Service) and a school counsellor.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.

Parent support/meetings can be arranged through LCC/Alder Hey and school to support challenging behaviours, play, home learning and SEND, as and when available and needed.

- The Inclusion Team meet with the School Nurse to formulate and update Education and Health Care Plans. Drop-In Meetings for families can be arranged with the school nurse.

· Team Around the Child Meetings, involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings. If deemed necessary an EHAT can be started on your behalf and with your consent.

Finance

Our SEND budget is allocated in the following ways:

- Additional members of support staff.
- High Needs Funding provisions for pupils with complex needs.
- Extensive CPD opportunities for staff.
- Assessment and record keeping
- Resources to support learning/physical/sensory needs.
- The purchase of specialist resources to enhance the access to the curriculum for all learners; · -Specific training for interventions.
- Membership of the SEND consortia which provides access to all of the above.
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school.
- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENDCo who will endeavour to resolve the problem.
- The head teacher will also be informed at the above stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

Evaluating Effective provision

- Monitoring progress is an integral part of teaching and leadership in St. Anne's School.
- We follow the Assess, Plan, Do, Review Model of supporting pupils with SEND and ensure parents are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness. · All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.
- The SENDCo gathers the impact data of interventions, to ensure that we are only using interventions that work.
- If provision/interventions are not thought to be working or need amending school staff will alter accordingly.
- Provision for children with SEND is regularly reviewed by class teachers, the SENDCO and the Head teacher, outside agencies may also be involved too.

- **Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets.**
- **Our school data is also monitored by the Local Authority.**