

ANNUAL REVIEW - SEPTEMBER 2016

SEND Information Report 2016/17

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	St. Mary's C of E Primary School
School website address:	www.st-marys.halton.sch.uk
Type of school:	Primary
Description of school:	Mainstream primary with attached Nursery
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	267
% of children at the school with SEND:	7%

Date of last Ofsted:	June 2015		
Awards that the school holds:	Halton Heathy School Standard Healthy Schools Halton Bronze Eco Award		
Accessibility information about the school:	Fully accessible – wheelchair ramps to main entrance and classroom outer doors.		
Expertise and training of school based staff about SEND. (CPD details)	Stephanie Moss – National SENCO Award Jemma Brearley – National SENCO Award		
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
	If yes please insert the link to the documents page.	Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes
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.	At different times in their school career a child or young person may have a special educational need. If a learner is identified as having SEN we will provide provision that is 'additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning.' If a child has been identified with SEND before they begin Nursery or school, we use that information to liaise with any support agencies involved. At the heart of all our work is the continuous cycle of planning, teaching and assessing and if we feel that your child is not making the level of progress that we expect, we endeavour to identify any barriers to learning, using other professionals if needed. If you have any concerns about your child's progress, you need to speak to your class teacher who may ask for further support. At all times Parents/Carers are consulted and no decision will be made without agreement. We write support plans with the child and parents, taking account of pupil voice, which will set short term targets to ensure home and school are working together.		
What extra support we bring in to help us meet	We use all the knowledge our staff have to overcome any barriers to learning, but at times we need to involve specialist support staff. At		

<p>SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>all times parents/carers would be consulted about this support. Some of the specialist support staff we have access to are Speech and Language Therapists, Communicate and Together Trust, School Health, Visual Aid Support, Irlen testing, Dyslexic teaching, mentoring, CAMHS, and Educational Psychologist who can recommend other specialists. Support for children with physical barriers is available through School Therapists, Occupational Therapists and Physiotherapists. Staff receive training and support from these specialists to advise on strategies and programs of teaching and learning. If needed we hold multi-professional meetings to agree future plans, what we will do, and how we will all work together.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Staff have access to training throughout the year and within school strategies are shared. Our computing lead teacher disseminates all new ICT resources and keeps staff currently up to date. The school have access to the latest ICT equipment and APPs and have purchased those appropriate for specific children. On recommendation from the EP we have adapted different resources such as precision teaching, visual timetables. Each class has dedicated TA support to help SEN children overcome barriers to learning.</p>
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<p>As a school we have regular visits and consultations with Communicate and The Together Trust. Staff have attended courses led by these specialist groups. They have also provided training with staff linked to specific areas which create barriers for our children. We have good relationships with the speech and language therapists, using their knowledge to support children in school. Occasionally children attend outreach speech and language sessions and school help to consolidate these.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>All classes in mainstream school have intervention groups which are planned for and monitored by the senior leadership team for effectiveness. These are taught by class teachers or TAs to address any barriers to learning. This might include a child working 1:1 or in a small group.</p>
<p>Strategies to support the development of numeracy.</p>	<p>All classes in mainstream school have intervention groups which are planned for and monitored by the senior leadership team for effectiveness. These are taught by class teachers or TAs to address any barriers to learning. This might include a child working 1:1 or in a small group.</p>
<p>How we adapt the curriculum and</p>	<p>All teachers write an individual support plan for children with SEND, this identifies their barriers, strategies for overcoming them and uses</p>

modify teaching approaches to meet SEND and facilitate access.	advice from other professionals. These support plans are used within classroom lessons but also in smaller intervention groups, for example, a TA may sit with a SEN child to enable them to access the curriculum.
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.	All support plans are written with the pupils and their parents/carers. Achievable targets are agreed, all staff within that child's classroom are aware of these targets. SEN children are assessed against these targets as well as the National Curriculum. Support plans are assessed at least termly and monitored by the SENCOs. This assessment includes pupil voice and parents where progress is discussed and next steps planned. This may include seeking further professional advice if the child is not making expected progress against their own targets.
Strategies/support to develop independent learning.	We use visual timetables and TA support is used carefully so that independence is promoted.
Support /supervision at unstructured times of the day including personal care arrangements.	At times children may need more supervision than others of the same age. We have mid-day assistants, TAs and in certain cases, an additional member of staff maybe employed to support that child.
Extended school provision available; before and after school, holidays etc.	N/A
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not	All staff provide clubs after school which encompass a range of activities. At times SEN children are offered priority in that club. We have also run projects specifically for groups of SEND children, one recently involved children producing work for display in the local library.

have SEND?	
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	In our school behaviour has been graded outstanding by OFSTED. Our bullying policy is online and strictly adhered to. If instances of bullying are found, this is dealt with swiftly and effectively by the senior leadership team. A TA works with children who have emotional difficulties, mentoring them to develop their strategies for coping emotionally.
What strategies can be put in place to support behaviour management?	In our school behaviour has been graded outstanding by OFSTED. Our behaviour policy is online and strictly adhered to. In class children are aware of the reward systems which praise good behaviour and sanctions for unacceptable behaviour. We are a school led by Christian values that are taught and embedded within collective worship in school. These values are followed by all children.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	All children are visited at home by the Nursery teacher and staff before they begin, giving them a chance, in confidence, to discuss any concerns or worries. Transition days are planned for children entering mainstream school from our Nursery and other settings. Transition meetings are planned with all high schools with extra discussion timetabled for any SEND/vulnerable children.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Some of the specialist support staff we have access to are Speech and Language Therapists, Communicate and Together Trust, School Health, Visual Aid Support, Irlen testing, Dyslexic teaching, mentoring, CAMHS, and Educational Psychologist who can recommend other specialists. Support for children with physical barriers is available through School Therapists, Occupational Therapists and Physiotherapists.
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 for parents at our school. Parents are invited to parents evening to discuss their child's progress and at other times of the year to share books. All SEN decisions are made in consultation with parents.
How additional funding for SEND is	Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs

used within the school with individual pupils.	through this (including additional support and equipment) The local authority may contribute if the cost of meeting an individual's needs is significant. If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.
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.	<ul style="list-style-type: none"> • Extra support in class • Use of IPADs • Specific interventions • Curriculum workshops • Extra staffing • Extra resources
SENDCO name/contact	Stephanie Moss Jemma Brearley
Headteacher name/contact	Rachel Tainsh Head.stmarys@halton.gov.uk
Completed by: S Moss, J Brearley, R Tainsh	Date: 27 September 2016

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.