

SEN Information Report

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 (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN 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
School website address:	www.st-marys.halton.sch.uk
Type of school:	Church of England Primary School
Description of school:	Voluntary aided Church of England Primary School.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	242 including Nursery
% of children at the school with SEND:	13%
Date of last Ofsted:	June 2015
Awards that the school holds:	International Schools Award, RE Gold Mark, Eco Bronze and Silver,

	Sainsbury's Bronze PE Award, Halton Healthy Schools Award School Eco Award		
Accessibility information about the school:	Full access to the school buildings and all necessary facilities.		
Expertise and training of school based staff about SEN. (CPD details)	2 SENco's have completed SEN National Award		
Documentation available:	Are the following documents available on the schools website?	SEN 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.	<ul style="list-style-type: none"> • 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 you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's 		

	<p>support.</p> <ul style="list-style-type: none"> • When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write a support plan or individual behaviour plans (IBP) with pupils and parents / carers • We set short term targets to ensure home and school are working together.
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • We use all the knowledge our staff have to overcome any barriers to learning, at times we also need to involve specialist support staff. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • 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. • We will hold multi professional 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>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to computing resources such as, laptop, visualiser and visual timetables. • Use of I pad if appropriate. • Overlays • Classrooms adapted for VI etc
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small

	<p>group or individuals</p> <ul style="list-style-type: none"> • Range of language resources and programme materials
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading with to teaching assistant / teacher • Withdrawal into target groups for intervention programmes aimed at developing reading / writing / maths / social skills • Delivery of a planned SpLD programme by a skilled teaching assistant. • Use of ICT programme Clickr to support writing • Use of a Dyslexia friendly programme IDL
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • 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 maths equipment • Use of MyMaths online programme in home and school.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour,) • Time spent in a year group more appropriate to the needs of the child • School / year group provision mapping <p>Strategies put into place as suggested by professionals / specialist services / outreach</p>
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"> • Observation within different settings • Target setting • Individual support plan targets and review • Individual provision map • Individual pastoral support plans • CAF • External professionals undertaking assessment • Regular review of targets with child / parents
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • Visual timetables

	<ul style="list-style-type: none"> • 'Chunking' of activities • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets • Family Support worker within school
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Playtime buddy system • Auxiliary staff employed responsible for personal care for named pupils
Extended school provision available; before and after school, holidays etc.	
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<ul style="list-style-type: none"> • School trips are regularly used to enhance curriculum. • Outdoor learning and being active is encouraged. • Year groups 2, 4 & 6 spend 1-2 nights away on a residential visit.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS or Kooth • CAMHS link worker for school • Nurture groups in place • Identified mentor • Work with Family Support Worker
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour plans in place • Behaviour tracker • Social skills / behaviour group using social skills programme • Daily behaviour record • Reward system • Support and intervention from behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to Educational Psychologist • 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>	<ul style="list-style-type: none"> • Transition co-ordinator in school - SENCo • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work through PSHCE on managing and preparing for

	<p>change</p> <ul style="list-style-type: none"> • Programme of visits • Longer term links with secondary schools to increase familiarity • Home visits previous to Nursery and Reception 		
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • Close liaison with medical staff where required • Staff training for managing particular medical needs 		
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Pupils views are very important to us and we have an Open Door Policy. • Each child has an identified key worker who they meet with and know to go to if they require support / advice. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the local authority team and will support families through a CAF. • Part time Family Support Worker to help families who need it. 		
How additional funding for SEN is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment) in exceptional circumstances, the Local Authority may contribute if the cost of meeting an individual's needs if the needs are deemed to be great. • 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 SEN. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Specific interventions • Additional staffing to ensure targeted support • Assistance with school trips • Designated Person to oversee 		
SENCO name/contact	Stephanie Moss (Jemma Brealey – maternity leave) Amanda Gunther		
Headteacher name/contact	Rachel Tainsh		
Completed by:	R Tainsh	Date:	Sept 2018

	S Moss J Brearley A Gunther		
--	-----------------------------------	--	--

Version Control

Area of Document Updated:	Updated By:	Date:

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.