

ANNUAL REVIEW

SEND Information Report 2023-24

This Special Educational Needs and/or 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 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:			
School Name:	St Mary's CE Primary School Runcorn WA7 2NR		
School website address:	http://st-marys.halton.sch.uk		
Type of school:	Primary		
Description of school:	Medium sized school		
Does our school have resource base? Yes or No If Yes please provide a brief description.	No		
Number on roll:	184 in total		
% of children at the school with SEND:	25%		
Date of last Ofsted:	June 2019		
Awards that the school holds:	International Award, RE Gold Mark, Eco Bronze and Silver, Green Flag Award Sainsbury's Bronze PE Award, Mental Health Award , Global Neighbours Award.		
Accessibility information about the school:	Full access to the school buildings and all necessary facilities.		
Please provide a web link to your school's Accessibility Strategy	Accessibility Plan		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Stephanie Alley SENco National SEN Award Jemma Brearley SENco National SEN Award All staff have undergone Autism training with Cathy Whyatt 17/2/23 Working Memory Training Tas Autumn 23		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

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>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, or is appropriate, we endeavour to identify any barriers to learning, using other professionals if needed. If you have any concerns about your child's progress, you should 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. These support plans are reviewed and re written at least three times a year.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>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 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 from Chatterbugs, Woodview Clinic, Physiotherapists, School Health, Educational Psychologists, Visual Aid Support, CAMHS, and Specialist staff from Halton SEN service. 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. Parents may also seek out help and support and we at St Mary's will work with other groups and charities to provide the best outcomes.</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 ICT equipment and APPs and have purchased those appropriate for specific children.</p> <p>Our Key Stage 2 children have access to a recognised dyslexic teaching program IDL to help support spelling.</p> <p>Our classrooms have access to coloured overlays; some children use different</p>
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	<p>coloured workbooks, or enlarged reading books, as directed by the Ophthalmic unit at Warrington Hospital. We adapt on an individual basis for each child with a need. On recommendation from the EP service we have adapted different resources such as precision teaching, visual timetables. Each class has TA support which allows the teacher time to help SEN children overcome barriers to learning.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>We take advice from Woodview clinic and SEN specialist staff. All children with social communication problems are completely individual and each child is planned for, with the parents, developing strategies for supporting the child. The children may receive access to break and lunch time groups with our Family Support Worker or other members of staff. All staff have completed training on both autism and ADHD strategies, and we have had training in school from CHAP's an autism charity. The children have also had access to autism awareness assemblies.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>As a school we have access to visits and consultations from Chatterbugs Halton's speech and language service. Staff have attended courses led by Chatterbugs and have access to the training videos provided. Staff have been provided with training linked to specific areas which create barriers for our children.</p> <p>Occasionally children attend outreach speech and language sessions and school help to consolidate these. Some children within our school may attend the specialist unit within The Brow school alongside their class at St Mary's.</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. Many of the strategies used are taken from advice given by SEN Specialist teachers. 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. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.</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. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and</p>	<p>Our curriculum is planned to allow all learners to flourish. Lessons are not just based on reading and writing, but children may demonstrate their learning through art, music or other creative methods. Their knowledge may be recorded using computing methods or even an adult writing for them.</p> <p>All classes in mainstream school have intervention groups which are planned for and monitored by the</p>

facilitate access.	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. The strategies used vary depending on the child's needs and are planned using experienced teachers knowledge, support from the SENCO's or help from outside agencies.
<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).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>All support plans are written with the pupils and their parents/carers are kept informed of these. 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.</p> <p>All SEN children are formally assessed by their class teacher for academic progress three times a year, this information is then used by the SENCOs to ensure they are making at least steady progress. Support plans are assessed at least termly and monitored by the SENCOs. This assessment can include pupil voice, and parents may have input, 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.</p> <p>Some children within school have EHCP's which involves their targets being set by Halton SEN service in consultation with school and parents.</p>
Strategies/support to develop independent learning.	<p>We use visual timetables and TA support is used carefully so that independence is promoted. Children are given small challenges to develop independence working closely with teaching staff and parents.</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>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. Children also have access to lunch and break time clubs.</p>
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 have SEND?	<p>Staff provide clubs at school lunchtimes which encompass a range of activities. We have a dedicated SEN lunchtime club which involves Lego therapy.</p>

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.

In our school, 'behaviour is of the highest standard' according to our latest OFSTED report. Steps are taken to ensure that disabled pupils are treated with respect and dignity – as are all children at St Mary's. 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. Family Support Worker, teachers or TA's may work with children who have emotional difficulties, mentoring them to develop their strategies for coping emotionally.

	Our dedicated Family Support Worker who works closely alongside staff and parents to help with strategies to alleviate anxiety and to promote emotional wellbeing. Each class participates in Meditation.
What strategies can be put in place to support behaviour management?	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. 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. As a school we record instances of misbehaviour and bullying using an online system CPOM's. This allows detailed records to be kept of actions, parent and teacher discussions and records of strategies used.
How we support pupils in their transition /admission into our school and when they leave us <i>and in preparing for adulthood.</i>	Our Admissions policy is fair and equitable – no child is discriminated against. Transition days are planned for children entering mainstream school from 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, Chatterbugs, School Health, Visual Aid Support, Warrington Ophthalmic department, Halton SEN Specialist support staff, CAMHS, and Educational Psychologist meetings 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. SEN parents are involved in their child's support plan alongside the teachers. 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 used within the school with individual pupils.	Some children, due to their needs have allocated funding provided from the authority. This is used in

	accordance to their needs. Parents of these children will be involved in the planning of these funds.
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.	All children who receive Pupil Premium have specialised intervention strategies in place planned by staff. Looked after children have their support planned for in their PEP.
SENCO name/contact: Stephanie Alley Jemma Brearley	
Headteacher name/contact: Rachel Tainsh	
ANNUAL REVIEW autumn 23 Next review autumn 24	
Completed by: Stephanie Alley SENCo Date: May 2022	

SEND Broad Areas of Need

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.