

St Benedict's

CATHOLIC PRIMARY SCHOOL



Special Educational Needs and Disability (SEND) Information Report 2022

<p>1. Information on St. Benedict's policies for identification, assessment and provision for pupils with SEND</p>	<p>We recognise that some of our children have a wider range of needs than others. These can be broadly summarised as falling into one or more of the following categories:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and Physical Needs <p>All pupils are considered on an individual basis and, dependent on need, additional or different resources, support and staffing may be deployed.</p> <p>All staff members have had training on SEND and these skills are used to identify potential difficulties. Information provided by outside agencies, such as health professionals and social care teams, is also used when identifying children with SEND. The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and/or teachers and/or the pastoral mentor actively seek out advice from external agencies.</p> <p>Pupils may be identified as having SEND if their development, in one or more of the categories listed above is:</p> <ul style="list-style-type: none"> • Noticeably different when compared to their peers who started at the same baseline • Significantly slower than their peers • Creating a gap between them and their peers • Requires them to have additional and/or different support <p>Provision is planned and delivered by teaching staff. Pupils' progress is monitored and tracked by teachers. This happens through observations, formal and informal assessments, review of support plans (where relevant) and meetings with parents/ carers. This information is then used to determine whether additional support is required and what that support might look like.</p> <p>Children requiring extra support may access intervention activities at school. This may require them going out of class for short sessions during the week to get help with specific difficulties such as reading, phonics, spelling, times tables, motor skills and/or relationship-building. These interventions are implemented and reviewed by teachers and may be led by teacher, TAs and/or pastoral staff.</p>
<p>2. School's approach to teaching pupils with SEND:</p> <ul style="list-style-type: none"> • Adaptations to the curriculum and learning environment • Support for improving the Social, Emotional and 	<p>Quality First Teaching is at the heart of all learning in St. Benedict's. The majority of children with SEND can remain in the classroom and achieve to their full potential with reasonable adjustments / adaptations to the classroom environment or resources. Some children need extra support and extra teaching in small groups or 1:1. A small cohort of children have a 1:1 in school for all lessons. These children all have an Education, Health and Care Plan (EHCP) from Sefton. Here are some examples of Quality First adaptations and more intensive interventions that take place at St. Benedict's. These are examples and not an exhaustive list:</p> <p>English:</p> <ul style="list-style-type: none"> • Small group support for guided reading • 1:1 daily reading with Teaching Assistant (TA)

<p>Mental Health (SEMH) of pupils with SEND</p>	<ul style="list-style-type: none"> • Withdrawal into intervention group aimed at developing reading / writing / phonics / spelling skills (small group or 1:1) • Individualised computer program aimed at developing reading / writing / spelling skills • Phonics-based reading scheme • Spelling bookmarks / mats • Coloured overlays for reading • Different kinds of pencil grips and pencils • Different coloured backgrounds/inks on worksheets / interactive TV /whiteboard presentations • Dyslexia-friendly classroom environments • Individual 1:1 support with specific difficulties <p>Maths:</p> <ul style="list-style-type: none"> • Small group support in lessons • Withdrawal into intervention group aimed at developing number skills • Individualised computer program aimed at developing mathematics skills before school and during school time (RM Maths) • Individualised computer program aimed at developing times table skills (TT Rock Stars) • Individual 1:1 support with specific difficulties <p>Other:</p> <ul style="list-style-type: none"> • Differentiated work • Adult support • Specialist equipment and resources e.g. overlays for computer keyboards, coloured overlays, PE equipment, wobble cushions, sloping writing boards. • Communication boards and Makaton for children with communication difficulties • 'Now/Next' boards and quiet spaces to work for some children with ASD. • Turn-taking activities to develop rapport and develop relationship skills • Feelings boards and activities based on emotions and feelings • Our 'Come and See', 'Journey in Love' and RSHE programmes from the Archdiocese help to develop the children's self-esteem and their personal development through regular reflection activities. • Pastoral support from the pastoral mentor for children with SEMH issues, e.g. Circle of Friends • St. Benedict's has a robust Anti-Bullying Policy and a positive Behaviour Policy (please see school website).
<p>3. The school's approach to teaching pupil's with SEND:</p> <ul style="list-style-type: none"> • Evaluating the effectiveness of provision; • Arrangements for assessing 	<p>Class teachers are responsible for:</p> <p>Quality First Teaching:</p> <ul style="list-style-type: none"> • This means, all teachers delivering lessons that meet the needs of all children in their class • Overseeing planning and work for each child with SEND in their class and monitoring their progress towards agreed outcomes, including interventions.

and reviewing pupils' progress including working with pupils and parents

- Providing reasonable adjustments to their classroom environment in order to ensure that children with SEND are able to make maximum progress. These adjustments may include, but are not limited to, special pencils and other stationery, working stations, equipment to increase the comfort of children with sensory or physical difficulties (e.g. wobble cushions, sloped writing boards) and adjustments to equipment for physical activities (e.g. types of balls, rackets, etc).
- Liaising with parents /carers regarding provision for their child.
- Ensuring all members of staff in their classroom are aware of provisions in place and the needs of individual children.

SEN Support Plans:

- Children with SEND who are working over 1 year behind the Expected level for their age (in KS1) or 18 months behind (in KS2) will be given a personalised Full SEN Support Plan. This is written by the class teacher and states in detail the child's current levels, targets and how these targets are to be achieved. They are updated termly.
- Children that are behind in their learning, but less than those on a full SEN Support Plan, will have an Abbreviated SEN Support Plan. These plans may also be given to children who are causing a concern for the class teacher for other reasons, e.g. challenging behaviour. These are also updated termly.
- All children on SEN Support Plans have a Pupil Profile, updated annually. These are given to supply staff so that they are fully aware of all SEN issues within the class they are teaching.
- Children working with our school Speech and Language Therapist will have a personalised SALT plan.
- Class teachers may access support from the SENDCo or outside agencies when creating the SEN Support Plans. These plans are reviewed termly and new targets set; plans are shared with parents/ carers.

The Pastoral Mentor is responsible for:

Individual Health Care Plans:

- For pupils with a disability or a medical condition, an Individual Health Care Plan (IHCP) may be written with the Pastoral Mentor and parents/ carers to guide staff on how to manage certain needs. Some children with more complex medical needs may have external agencies involved in the creation, monitoring and review of an IHCP.

The SENDCo is responsible for:

High Needs Funding & Education, Health and Care Plans:

- For children with particularly complex or significant needs, the SENDCo may have applied for High Needs Funding (HNF) and/ or an Education Health and Care Plan (EHCP) from the Local Authority. This is with the permission and involvement of parents and at the discretion of the Head Teacher.
- From September 2020, Sefton are no longer accepting new applications for HNF, only applications for EHCPs. Schools are still awaiting the implementation of a new system of top-up

	<p>funding from Sefton Special Educational Needs and inclusion Service (SSENIS).</p> <ul style="list-style-type: none"> • Pupils with HNF continue to be educated at St. Benedict's Primary. • For pupils with an EHCP, Sefton Council will decide which school best fulfils the child's needs; this may be St. Benedict's or it may be a specialist school.
4. Contact Information: Name of SENDCo, SEND Governor and Contact Number	<p>SENDCo: Ms. E. Carrington SEND Governor: Mrs. Margaret Bridson Contact No: 0151-526-6423</p>
5. Information about the expertise and training of staff in relation to children with SEND	<p>Ms. E. Carrington (SENDCo) has gained the National Award for Special Educational Needs Co-ordination.</p> <p>All class teachers have gained a teaching qualification to at least degree level. Our teaching assistants have all gained relevant qualifications.</p> <p>Teachers and teaching assistants have received regular Continuing Professional Development (CPD): e.g. Social Communication training, Makaton, Speech and Language in Early Years, etc.</p> <p>Specialist expertise for children requiring additional SEND support (e.g. help with speech and language or motor skills) is secured through the SENDCo who uses Local Authority recognised agencies. The input from these agencies varies depending on the needs of pupils. The SENDCo can also complete referral forms for Alder Hey where children receive specialist medical help.</p>
6. Information about how equipment and facilities to support children with SEND will be secured	<p>Pupils identified with SEND may have work differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>Where required, teachers or teaching assistants will work with these children in a small group or on a 1:1 basis.</p> <p>Reasonable adjustments may also be made to equipment and facilities. The school fully supports children with SEND and the provision of equipment and resources for pupils with SEND. However, if equipment or facilities are required which are beyond the school's budget, appropriate sources of funding will be explored; e.g. an Education, Health and Care Plan.</p>
7. Arrangements for consulting parents of children with SEND and involving these parents in the education of their child	<p>We offer regular opportunities for parents to come into school such as termly Parents' Evenings and Celebration Assemblies such as Welcome Assembly, Christmas, Easter and Leavers' Mass.</p> <p>Parents are also encouraged to get involved in school as, for example, volunteers to hear readers and as members of the PTFA.</p> <p>We have an open-door policy where parents are encouraged to speak briefly to teachers at the door before and after school. For longer discussions, meetings are arranged at mutual convenience.</p>

	<p>For parents of children with an Education, Health and Care Plan, there is an annual review with representatives from SENIS, parents and sometimes other outside agencies.</p> <p>Our pastoral mentor, Mrs. Place, supports families with a variety of needs through both formal and informal processes such as FINOS, TAF, Early Help, CIN and Child Protection meetings. These may take place online or may be face-to-face.</p> <p>Our Pastoral Mentor also works closely with the School Nurse. Any parents with concerns regarding the health of their child is encouraged to contact her at school where she will arrange an appointment between parents/carers and the School Nurse.</p>
8. Arrangements for consulting children with SEND and involving them in their education	<p>Teachers use strategies for pupils with SEND that are best suited to their style(s) of learning. Children are encouraged on a daily basis to let staff know how well they think they understand their learning objectives and what they need to do to improve. Staff listen to all children and endeavour to respond to their needs.</p>
9. Arrangements made by the Governing Body relating to how complaints are dealt with from parents of pupils with SEND concerning provision at the school	<p>Any complaints about your child's provision at the school can be made through the SENDCo (Ms. E. Carrington) via the school office:</p> <p>Tel: 0151-526-6423 Email: admin.stbenedicts@schools.sefton.gov.uk</p> <p>If the complaint is about the SENDCo, you may contact the Head Teacher or Governing Body.</p>
10. How the Governing Body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and supporting the families of such pupils	<p>Relevant referrals are made by the SENDCo, Pastoral Mentor or School Nurse.</p> <p>Referrals may be made to a variety of agencies. These include:</p> <ul style="list-style-type: none"> • Sefton SENIS • Educational Psychologist • Speech and Language Therapy (both NHS and the private therapist employed by school 1 day per week). • Occupational Therapy • Children and Adult Mental Health Services (CAMHS) • School Nurse • Physiotherapy • Visual Impairment Team • Hearing Impairment Team • Social Services • ASD Team • ADHD Team • Community Paediatrician • Aiming High
11. Contact details of support services for	<p>If you have spoken to school and still have concerns, SSENIS (Sefton Special Educational Needs and Inclusion Service) can be contacted on: 0151-934-2347</p>

<p>parents of pupils with SEND.</p>	<p>Also see Sefton Borough Council's Local Offer which can direct parents to useful agencies: https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</p> <p>If you would like further help on finding information from The Sefton Directory please contact Sefton Council Contact Centre on: 0345 140 0845</p>
<p>12. School's arrangements for supporting pupils with SEND in a transfer between phases of education</p>	<p>New Starters: Before children start in Nursery or Reception at St. Benedict's, the class teacher makes a home visit to discuss the needs of individual pupils. If the child is entering school with complex needs, a more involved meeting will be held, possibly with the involvement of the Early Years Inclusion Consultant at SENIS and/or other professionals involved with the child.</p> <p>Transition to the next year group: Teachers have transition meetings every summer in order to become familiarised with the new intake to their classes. At these meetings, the needs of all children are discussed, including those with SEND. The SENDCo also has a separate meeting with every class teacher in July to talk through the SEN of the new cohort of children coming up. For children with complex needs, meetings may be arranged between parents/carers, prior and new teachers and, where necessary, representatives from relevant outside agencies.</p> <p>Transition to a new school/setting: When a child moves to a new setting, all relevant information is passed over. If the child has complex needs, this may involve a meeting with the new setting, parents/carers and relevant outside professionals.</p> <p>At school we have strong links with our local High Schools. The Y6 teacher/pastoral mentor meet in summer term every year with representatives from all of the High Schools that our pupils transition to in order to discuss the needs of all children, particularly those who may require additional support when they start their secondary education.</p> <p>The school SENDCO also meets with the SSENIS Inclusion Consultant earlier in the year to specifically discuss the needs of children with SEND in Year 6 before transition to High School to ensure appropriate support is in place.</p>
<p>13. Information on where the Local Authority's Local Offer is published and school's contribution to the Local Offer</p>	<p>https://www.sefton.gov.uk/localoffer</p> <p>https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</p> <p>St. Benedict's Primary School is listed under 'Primary Schools' on the Sefton Local Offer website.</p>
<p><i>Written by Ms. E. Carrington, Autumn 2022</i></p>	