

# **All Saints Catholic Primary School**



## **Special Educational Needs and Disability: Information Report**

## Summary of effectiveness of SEND provision:

The school's SENDCO (Special Educational Needs/Disabilities Coordinator) is Mrs S Maguire.

She is supported in her role by the SEND team, which consists of:

- Mrs A Holleran (Head Teacher)
- Mrs A Kinsella (Previous SENDCO and Nursery Class Teacher)
- Mrs C Kennedy (Attendance/Safeguarding Lead)
- Dr L Henshaw (Independent Chartered Educational Psychologist)
- Mrs G Williams (Art Therapist)
- Mrs S Kirwan (Admin)
- Mrs L Wilkins (SEND Governor)

At All Saints Catholic Primary School, a variety of special educational needs are catered for. Children's special educational needs are generally categorised into the following four broad areas of need and support:

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

### **Policies and procedures for identifying children with SEND and assessing their needs:**

- Our school aims to identify special educational needs as early as possible so that effective provision can be put into place.
- Pupils are assessed regularly and their progress is tracked in Reading, Writing, Spelling and Mathematics. If there are any concerns, additional support or intervention will be provided, depending on the need of the individual child. Teachers, supported by the SENDCO and senior leadership team, look out for pupils who are making progress that is significantly slower than that of their peers, or those who are failing to match or better the rate of progress that they have previously made. Pupils' wider development and social needs are also monitored.
- Children who are new to our school are assessed on entry and information from their previous school or early years setting is sought. Also, a welcome meeting with parents/carers is held to gain their perspectives and any other relevant information regarding the child's needs.
- Referrals to outside agencies such as Occupational Therapy, Speech and Language Therapy, Child and Adolescent Mental Health Services and Educational Psychology are made when further expertise, support or assessment is required.
- If parents/carers are concerned that their child may have special educational needs, an appointment with the child's class teacher or the SENDCO can be made.

### **Arrangements for consulting parents of children with SEND in assessing and reviewing their needs:**

- We endeavour to work hand in hand with parents/carers and ensure that they remain fully informed about any additional support and/or intervention that their child may need.
- SEND Support Plans are shared with parents/carers on parents' evenings and also at SEND meetings, which can be initiated by the class teacher, SENDCO, Head Teacher or parents/carers to provide further opportunities for parents/carers to discuss their child's progress.
- With parents' consent, referrals can be made to outside agencies, such as Occupational Therapy, Speech and Language Therapy, Child and Adolescent Mental Health Services and Educational

Psychology.

- Parent surgeries are provided on a one-to-one basis with the Educational Psychologist to discuss their findings in detail. Other specialists can also be invited into school to talk to parents about how best to support their child.
- Annual reviews are held for pupils with Education, Health and Care Plans. The Local Authority is invited to attend these meetings, alongside parents/carers and representatives from school.
- Again, parents/carers are encouraged to contact school and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.

**Arrangements in place for consulting young people with SEND and involving them in their education:**

- At All Saints Catholic Primary School, children's views are valued and all pupils are supported in terms of their overall wellbeing.
- School staff always strive to gain children's perspectives on how they feel about their learning and what they believe are the best ways to support them. Aspects of school that a pupil enjoys or feels that they are good at are focused upon, in addition to the areas that the pupil finds difficult or needs to improve. One-Page Profiles outline these details in a way that can be accessed by the child, as well as their parents/carers and teacher. Special educational provision aims to focus on children's individual strengths and interests, and boost self-esteem.
- All pupils know that they can talk freely to adults within the school about any issues that are concerning them. School staff offer emotional support for all children, and encourage teamwork and friendship building at all times, particularly during break and lunchtimes. Special support is given to those who are new to the school or find unstructured times difficult.
- The school council, which is made up of Key Stage 2 pupils (Years 3 to 6) elected by their classmates, provides regular feedback on school life on behalf of the pupil body, and is another form of support that children can access during playtimes and lunchtimes.
- Visiting groups/speakers are often invited into school to promote health, safety and wellbeing issues.

**Arrangements for supporting children in moving between phases of education:**

- Transition within the school between classes and Key Stages is planned for in detail (this is particularly relevant when children transfer from Reception to Year 1 due to the layout of the building).
- When considering an application for a place at All Saints Catholic Primary School, parents/carers are welcome to contact the school and make an appointment to discuss any issues. Families will be invited to visit the school and meet with staff, and previous settings will be contacted to gather information. School will also work closely with any specialist services that are currently supporting the child and, if appropriate, invite them to a 'Team Around the Child' meeting to ensure all information is shared effectively.
- If necessary, a special transition plan will be developed in partnership with the child and his or her parents to ensure a smooth transition. Wherever possible, home visits or visits to the child's previous setting will be arranged so that the child can be seen in his or her own environment.
- When a child is moving from All Saints Catholic Primary School to another setting, all information regarding the child and the support that has been in place will be passed on.

### **Approaches for teaching children with SEND:**

- At All Saints Catholic Primary School, all pupils are treated equally, regardless of SEND, and pupils with SEND engage in the activities of the school alongside their peers. All pupils access a broad and balanced curriculum, which is delivered in a variety of different ways to achieve optimum engagement.
- It is well understood that children learn in different ways; therefore, teachers plan lessons that take this into account. Work is differentiated to suit pupils' learning needs and match pupils' current levels of ability. As it is also understood that children learn at different rates, progress is closely monitored, and small group and individual support is offered to those who are felt may benefit from it. When high quality teaching or support of this nature is not enough, specific interventions are put into place.
- The quality of teaching and interventions used in school are regularly reviewed and teachers are supported in doing this by the SENDCO. Training is provided regularly for staff to develop their knowledge of the SEND most frequently encountered so the impact of provision is constantly improving.
- Teachers have high expectations for pupils with SEND and do all that they can to ensure that their special educational needs are met. This includes removing barriers to pupil achievement.
- Advice is frequently given to parents/carers about how they too can best support their child at home.

### **Adaptations made to the curriculum and learning environment for children with SEND:**

- At All Saints Catholic Primary School, staff endeavour to ensure that all children are fully included in all aspects of school life. It is understood that all children are different and learn in different ways; all school staff are mindful of this and provide a curriculum and learning environment that is accessible to all children.
- Staff know the children within their care well and are able to differentiate and adapt the curriculum for children with SEND effectively. For example, staff will use specialised equipment if it has been recommended by an outside agency or medical professional, provide teaching in small groups or on an individual basis, or change activities or their teaching style to meet individual needs.

### **Staff training to support children with SEND:**

- The SENDCO (Mrs S Maguire) is undertaking the National Award for SEND Coordination and the previous SENDCO has an MA in Advanced Educational Practice – Special Educational Needs. The SENDCO attends Local Authority briefings to keep up to date with any legislative changes in SEND.
- The SENDCO also attends termly training on different aspects of SEND, which is then disseminated to other members of school staff. Examples of recent training include quality first strategies, multi-sensory teaching, mental health and wellbeing, dyslexia friendly practice, promoting pupil independence and developing fine motor skills.
- School staff also receive support and advice from the Educational Psychologist, Speech and Language Therapy and Occupational Therapy.
- The school brokers receive specialist support and advice for children with social, emotional and behavioural difficulties, learning difficulties and a diagnosis of Autistic Spectrum Conditions.
- The school nurse or other nurse specialists deliver training to staff on medical conditions such as asthma, epilepsy and using an epipen.
- All staff are trained in Paediatric First Aid.
- All staff are trained in the 'Team Teach Approach' to positive handling (full details of this are

available in our Care and Control Policy).

**Enabling children with SEND to engage in all activities available with children who do not have SEND:**

- All Saints Catholic Primary School is a fully inclusive school.
- Wherever possible, provision will be made for all pupils to access all areas of the curriculum, including extra-curricular activities.
- Parents/carers will always be contacted before a planned activity takes place, if the school feels their child may require additional support to meet required health and safety standards. This may involve the completion of a specific risk assessment to identify any additional support needs.

**Support available for improving emotional and social development:**

- At All Saints Catholic Primary School, emotional health and wellbeing is regarded as central to children's success at school.
- All staff are available to support children with their social and emotional needs. The school prides itself on the excellent relationships that underpin its culture, where all pupils are valued for who they are, given a sense of belonging and encouraged to talk about their problems in an environment where they will not be judged.
- The school has received the Bronze Attachment and Trauma Sensitive School award and is working towards the Silver award to address the needs of vulnerable pupils.
- PSHE sessions are integral to the social and emotional development of all pupils. In addition to this, Philosophy for Children helps pupils to further develop their ability to express themselves, share their perspectives and understand different views.
- Children are taught about staying safe, particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are regularly reminded that if they are worried about an issue, they can speak to a member of school staff or place their worry in our 'worry box', which has been placed in a shared area that all pupils can access. They also have access to the 'Retreat', a calming space with sensory snacks, and similar areas within every classroom.
- Posters and visual aids can be found around school to encourage a growth mindset, emotional regulation and regular discussion of feelings (e.g. emoji posters, feelings thermometers, an interactive mental health display).
- When quality first strategies are not enough, some children access interventions to support their mental health and wellbeing, self-esteem and social skills.
- Forest School and outdoor learning opportunities are regularly used to further promote mental health.
- Outreach support for children with emotional needs is provided as and when required. School employs an experienced Art Therapist to work with children on a one-to-one basis or within a small group, depending on the individual. Visiting groups/speakers are often invited to the school to promote mental health, safety and wellbeing issues.

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

- The school accesses specialist support from the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and Child and Adolescent Mental Health Services. Referrals can be made to these services with parents/carers' consent.

- Parents/carers will be invited to attend and express their views if a 'Team Around the Child' meeting involving the professionals currently supporting their child is arranged.
- School staff continue to be trained in a variety of specialist areas and can access the expertise of teachers from other schools in the Strand Partnership and beyond.
- As and when required, the SENDCO will liaise with the school nurse to formulate and update Health and Care plans. Our school nurse holds drop-in sessions for parents/carers and is happy to discuss issues and offer advice over the telephone.

#### **Evaluation of the effectiveness of provision:**

- Monitoring progress is an integral part of effective teaching and leadership.
- We follow the 'Assess, Plan, Do, and Review' approach to supporting pupils with SEND, and ensure that children and their parents/carers are involved at every step.
- Provision and interventions are reviewed in school on a regular basis to ensure their effectiveness. All class teachers evaluate their teaching with support from the SENDCO and senior leadership team and make changes where necessary. The SENDCO also helps teachers to review the impact of interventions. If an intervention is thought not to be working, it is altered accordingly without delay.
- Provision for pupils with SEND is also regularly reviewed by the Assessment Coordinator and Head Teacher. Outside agencies may also be involved.
- School data is monitored by governors, the Local Authority and Ofsted.
- Parents/carers are kept fully informed of any developments and are invited into school throughout the year to discuss current progress, review provision and set new targets.

#### **Arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school:**

- In the first instance, parents/carers are invited into school to discuss their concerns with the class teacher. If they have further concerns, they can then make an appointment with the SENDCO, who will endeavour to resolve the problem. The Head Teacher will also be informed at this stage.
- Outside agencies may be consulted if there is an issue with the provision being provided.
- Dialogue between parents/carers and school is actively encouraged so that problems or misunderstanding can be resolved at an early stage.
- Full details of the school's Complaints Policy are on our website with a hard copy available on request from the school office.

#### **What has and has not worked this year?**

- At All Saints, we continually strive to evaluate and improve all aspects of SEND provision. This year, staff have audited their own skills, and further training/support has been organised to meet staff's needs. Our areas of focus this year are:
  - Quality first teaching strategies in each area of the curriculum;
  - Meeting social communication needs;
  - Reading;
  - Addressing hearing needs (with support from the Hearing Needs Team).
- A more rigorous system has been put into place in EYFS to improve pupils' speech and language skills, as this has been established as a key area of need. All pupils in the EYFS have had their speech and language skills assessed on entry using 'Wellcomm' and are now receiving targeted speech and language interventions based on this assessment.

- We have also introduced two new interventions called 'Plus 1' and 'Power of 2' to provide additional support for those with specific difficulties with Mathematics. So far, this intervention has helped pupils to develop their basic Mathematical skills, fill any gaps in their learning and increase their confidence in the subject.
- The 'Clever Fingers' intervention, which was introduced 2 years ago to boost pupils' fine motor skills, is having the desired impact, particularly in Key Stage 1. The next step will be to raise awareness and develop effective provision for those who struggle with gross motor skills.
- New staff have received support to ensure that they are fully aware of and comfortable with the school's policies and procedures for pupils with SEND.
- All staff have had input on Autistic Spectrum Conditions and the opportunity to work with an external specialist on a one-to-one basis.
- The ongoing use of One-Page Profiles, which were introduced 2-3 years ago, have ensured that provision remains centred around the needs and interests of the child. Staff continue to develop these with support from the SENDCO. SEND Support Plans for those with more complex needs have been refined to promote the effectiveness of provision.
- Some staff have been trained on using B Squared to assess and set targets for pupils with SEND and have been paired with new staff or those who are less familiar with the system.
- At All Saints, we believe that views and suggestions from parents/carers are crucial, particularly when a child moves from another setting, or his or her needs are particularly complex. This year, parents/carers have welcomed opportunities to voice their perspectives and continue to provide feedback regularly.

**Link to Sefton's Local Offer:**

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>