



Special Education Needs Information Report 2018

“Guided by God, St Gerard’s Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve.”

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 Disabilities (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

Reviewed by Miss F Mclaughlin 11th September 2018

<p>1. Information about St Gerard's policies for identification and assessment and provision for pupils with Special Educational Needs</p>	<p>We recognise that some of our pupils have a wider range of needs than others and these can be summarised into one or more of these categories:</p> <ol style="list-style-type: none"> 1. Cognition and learning 2. Sensory and physical 3. Social, mental and emotional health 4. Communication and interaction. <p>All our pupils' needs are considered on an individual basis and following professional advice additional support, equipment and staff may be deployed. Staff have a range of experiences, skills and knowledge that they bring to our general teaching team and use to support the identification of pupils with SEN. Concerns about a pupil's development in the four above areas may be highlighted from a variety of different agencies, not only school, including; family, health professionals, social care teams.</p> <p>As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. This advice is then used to support the identification, assessment and to develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.</p> <p>Pupils may be identified as having SEN if their development in all or any of the four areas mentioned areas is:</p> <ol style="list-style-type: none"> 1. Very different from that of their peers starting from the same baseline 2. Significantly slower than that they previously attained 3. The gap between the pupil and their peers widens 4. Support is required to prevent a progress or developmental gap growing wider. <p>Provision is planned and delivered for all pupils by the class teacher who were appropriate may have some additional support such as a teaching assistant, advice from the SENCo or a support agency. All pupils are tightly monitored and their progress is tracked. Monitoring and assessment takes place in many forms including observation, pupils' views, formal and informal testing of all learning and interventions. Pupils successes are celebrated and where further support is needed for development this is explored through the SENCo and then the Local Authority. In very rare cases pupils may receive an individual Education, Health and Care Plan when their needs are educationally driven and complex.</p> <p>Interventions themselves are reviewed and adaptations made to drive forward our pupil's successes. Pupil premium funding may be used to support SEND pupils. The effectiveness of SEND provision is monitored by the Senior Leadership Team and governors.</p>
<p>2. Information about the school's Policies for identification and assessments of pupils with SEN</p>	<p>As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a</p>

variety of different methods including general observations, Assessment without levels and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Class teacher, Assessment Manager and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further actions need to be taken.

- They may put extra support in place, often called intervention groups. These are run outside the classroom by a teacher or teaching assistant trained to use a recommended programme. These children will may have an Personalised Support Plan (PSP)
- For a child that may have a specific barrier to learning that can't be met in an intervention group, they may be referred to an outside agency by the SENDCO for extra specialist support. They may make recommendations of how best to support them. This will be discussed with parents/carers beforehand.
- For a child needing more support each week or have severe, complex or lifelong needs -the school or parent/carer may request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out an amount of support that will be provided for your child. After information has been gathered the Local Authority will decide if your child will require an Education, Health Care Plan or Statement of Special Educational Needs. This will mean your child will receive support from the Local Authority. An extra adult may be used to support your child with whole class learning, run individual programmes including your child or support them 1:1

3. The school's approach to teaching pupil's with SEN

- Evaluating the effectiveness of the provision made for pupils with SEN
- Arrangements

The class teacher will be responsible for:

- Quality first teaching to plan lessons to meet group and individual needs
- Overseeing, planning and working with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as

<p>for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this assessment and review.</p> <ul style="list-style-type: none"> • How adaptations are made to the curriculum and the learning environment of pupils with SEN • Support that is available for improving the social emotional and mental health of pupils with special educational needs. 	<p>necessary by the class teacher. The interventions will be reviewed regularly and will be explained to parents when the support starts.</p> <ul style="list-style-type: none"> • Writing Personal Support Plans (PSP's) and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school is supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
<p>4.Name and contact details of SEN Co-ordinator Name of SEN Governor</p>	<p>SEND Coordinator Miss Faye McLaughlin Contact number: 0151 424 2879 Appointments can be made through the school office.</p> <p>SEN Governor Val Cordy</p>
<p>5. Information about the expertise and training of staff in relation of staff in relation to children and young people with SEN.</p>	<p>Miss McLaughlin has gained the qualification needed for Special Educational Needs Co-ordination.</p> <p>All teachers at St Gerard's Catholic Nursery and Primary School hold a teaching qualification at degree level. Our teaching assistants all hold Teaching Assistant Qualifications. Staff have a wide range of experience at dealing with different pupils needs. On-going training is available for all school staff to keep them abreast of current developments within education either internally at school or via the local authority.</p> <p>Teachers and teaching assistants, throughout the academic year receive mandatory safeguarding. Some staff are trained in Team Teach. Different members of staff have received training related to SEND including session on: Visual stress screening Specialist speech and language training</p>

	<p>Social Scripts and Visual aids -speech and language training CAF Training Attention Deficit Hyperactivity Disorder (ADHD) awareness training Autistic Spectrum Conditions (ASC) training Counselling Specific evidence based Literacy interventions training Specific evidence based Mathematics interventions training Precision teaching training Children's and Families Act 2014 SEND training Makaton training Asthma and allergy training First aid training Safe handling training Advanced behaviour training</p> <p>Where staff feel that additional support is needed to supplement their teaching of a pupil advice is sort via colleagues, team leaders, SENCo, Senior Leadership Team. If further support is needed for a pupil, advice and recommendations may be given from the team of professionals or other agencies as needed.</p> <p>Other agencies e.g. school nurses/occupational therapist may come into school to monitor pupil's progress although parents/carer will need to attend clinic appointments at a different location.</p> <p>Specialist expertise for children requiring additional SEN support is secured through the SENCo who uses Local Authority recognised agencies. The amount of input from these agencies differs through the year depending on the pupils needs.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs.</p>	<p>When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, they will be given a Personal Support Plan (PSP). Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCO. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.</p> <p>Children who have SEND needs are supported through the use of either an Education, Health and Care Plan, Personal Support Plan, Person Centred Plan or an Individual Health Care Plan.</p> <p>Personal Support Plans are written by the class teacher and detail the support the pupil will receive within school to enhance their development and support their learning. The plans will be devised by the class teacher and their team within the classroom. For a small group of pupils this provision may need to be supported by the SENCo who may need to involve other agencies in developing class teaching techniques etc. The plan will be shared by the class teacher with the parent / carer termly.</p> <p>A person centred plan may be written to help people focus on the SEN pupil with more complex needs. It is designed to be only one page long and to focus on the pupil, their needs and aspirations.</p> <p>For pupils with a medical condition an individual health care plan (IHCP) may</p>

	<p>need to be written, with parents and the SENCo, to guide staff about how to manage these pupils needs. Other pupils with more complex medical conditions may need to have a plan written that involves medical agencies as well attending the meeting. If additional equipment is needed to support medical needs within school this would be detailed at these meetings and provided by the medical team.</p> <p>If pupil's difficulties go beyond our school's expertise further advice maybe sort from the Local Authority. This is a longer process. This may include additional funding or an Education, Health Care plan (EHCP).</p> <p>If a pupil obtains an additional funding they would continue to be educated at St Gerard's. If an EHCP is given the Local Authority would look at their facilities within the borough and decide on the most appropriate school to support a pupil – this maybe St Gerard's or at a specialised base or school. For both an additional funding and an EHCP pupils, parents/carers, schools and other agencies need to work together to achieve an outcome.</p> <p>Pupils may also have additional input through the use of pupil premium money and personal budgets in the future.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about and involving such parents in the education of their child.</p>	<p>Parents/Carers are always welcome to come into school and make an appointment to see a member of staff to discuss their child. Often this takes place as an informal, quick chat at the end of the school day. If further time is needed appointments should be made at the school office. A Personal Support Plan will be given and this document should form a basis for discussion between the child, parent/carer and teacher about progress that has been made and future outcomes.</p> <p>Parents and other agencies involved with a pupil who has an IHCP, additional funding, or EHCP will be invited to an annual review that would normally take place in school. All people present are invited to help develop the support for the pupil for the following year. Parents/carers who have EAL if they wish may have a translator. Parents/carers may also bring to the meeting a parental supporter.</p>
<p>8. The arrangements for consulting young people with special educational needs about and involving them in their education.</p>	<p>Pupils with SEND are invited to comment on their own person centred plans (PCPs), attend part or all of their annual review meeting. All staff listen to pupils and endeavour to respond to their needs.</p> <p>SEND pupils are invited to a lunch once a term with the SENCo to celebrate their successes and discuss any concerns they have about their learning. Children can express any concerns that they have at any other time throughout the year using the Worry/Questions box located outside the Home School Worker's room, these box are closely monitored and dealt with accordingly.</p>
<p>9. Any arrangements made by the Governor body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>See complaints policy</p>

10. How the Governing body involves other body, including health and social services bodies, local authority support services and voluntary organisations. In meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The relevant referrals are made through SENCO or Family Support worker.

11. The contact details of support services for the parent of pupils with special education needs, including those made in accordance with section 32.

Parent Partnerships at Halton Borough Council. They will ensure that you are fully supported and guide you through the process.

12. The schools arrangements for supporting pupils with special educational needs in a transfer between phases of education.

We recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible St. Gerard's adopts the following procedures: When children with SEN are to move into a new year group their needs are discussed during a transition meeting between the SENDCO, current class teacher and receiving class teacher. These meetings take place in July.

New starters:

- Meetings held, to share information, with Pre-School, parents/carers and other professionals as necessary
- Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received
- Implementation of a Personal Support Plan if required in consultation with child, parents/carers and other parties involved and preparation of resources
- All general school information to be given to parents/carers before your child comes to school
- A programme of extra visits arranged for the child before they start
- Social stories about starting at St. Gerard's to reduce uncertainty
- Initial additional support in unstructured times and for as long as necessary e.g. play time buddies
- Risk assessments carried out if needed
- Training of staff if needed

Children transferring to new setting:

- Meetings held, to share information, with new school, parents/carers and other professionals as necessary
- All necessary paperwork passed on to new school including a pupil profile summarising child's strengths and areas of need plus successful strategies used
- Member of St. Gerard's staff to go with the child on a planned programme of extra visits if considered useful for the child to work through the 'Transition Pack' for the child to then keep and refer to.

	<p>Close links with feeder high schools including SEND meetings to discuss needs School to ensure that parents/carers are aware of and can access transfer days/meetings that are available to all children e.g. by organising a translator Preparation for transfer to high school to start in year 5 and the child/parent/carer to be involved at all stages</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>http://localoffer.haltonchildrenstrust.co.uk/</p>
<p>Frequently asked questions</p>	<p>How will you know if my son / daughter need extra help?</p> <p>At school we are constantly assessing your son/daughters progress both in line with their previous attainment and development and that of their peers. If your son/daughter appears to be developing at a different rate to expected norms the class teacher or SENCo would approach you and discuss any concerns with you.</p> <p>What should I do if I think my son / daughter may have special educational needs?</p> <p>Come into school and talk to your child's class teacher as they will be the person who knows your child best. You may also want to speak to the school SENCo.</p> <p>How will staff support my son / daughter person?</p> <p>We aim to meet the needs of all our pupils within the classroom and by high quality teaching. For some pupils they require further support within the classroom or school. This support would be delivered by; class teacher, another teacher, teaching assistant or additional staff who are employed by the school through the local authority via the SENCo. The resources, staff involved, staff roles and frequency of support offered to your son or daughter would be dependent on their need and this would be shown on your son/daughter's Personal Support Plan. The plan would be explained to you by the class teacher at each termly review. The school SENCo, leadership team and governors are involved in the monitoring of provision and its effectiveness.</p> <p>How will the curriculum be matched to my child's/young person's needs?</p> <p>All our pupils should have access to a broad and balanced curriculum. Each teacher will have high expectations for their pupils based on prior assessment and will alter their teaching to allow for individual pupil's progress. Potential areas of difficult for a child will be considered during planning to allow for each pupil to be included in the class learning and achieve their own personal goal. This approach is called differentiation and</p>

allows individual pupils to flourish. Staff use a multi-sensory approach to their teaching to respond to pupils different learning styles.

How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Opportunities to discuss your child's progress are offered 3 times a year - twice at parent evenings in the autumn and spring term and once at the end of the summer term. Teachers are often available at the end of the day to have a quick word with parents to discuss pupil's progress if required. For a matter that may take longer parents/carers are asked to make an arrangement to meet staff through the reception staff at the office. As a school we would rather see/speak to you as soon as you have a concern rather than letting you worry about an issue. Class teachers daily assess pupils and how they are progressing with their work. Every half term class teacher's complete assessment tasks on all their pupils to monitor their progress and once a year every child takes part in a series of standardised assessments. These assessments are used to inform all school staff of pupil's progress and as a baseline for future planning. When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENCo and teachers will be informed of this. At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school are given and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child. For children with SEN a provision map is produced by the class teacher and this will give details of what additional support your child will get from school. At parents evening staff will discuss this support with you and offer suggestions for how you can help at home. Staff will also listen to your suggestions and how you support your child with their development at home. Extra appointments to meet staff can be made at the office between these meetings or at the end of school. If your child has complex needs a meeting may need to be arranged between yourself and all the other professionals involved with your child's development to ensure your child attains their potential in all areas of development. At St Gerard's we do run some parent literacy and numeracy workshops and other information session. We also have drop in sessions with our school nurse, family support worker, SENCo and speech and language therapist.

What support will there be for my son / daughter's overall wellbeing?

Medical support and advice for pupils is provided by our school nurse. Please speak to the school SENCo if you need to contact her. Pastoral support is primarily provided by your child's class teacher. Children are encouraged to speak to their class teacher first if they have any worries or issues in school. However, all other school staff are trained to listen to our pupils and pupils can speak to any member of staff if they need support. Attendance and punctuality is monitored by our office staff. We

aim to follow up any unexplained absences by a telephone call to the parent/carer. When necessary the social services team may need to be involved.

What specialist services and expertise are available at or accessed by you?
We have no specialist services available to us in school. As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team, speech and language therapists, hearing and vision support services. This advice is then used to support the identification, assessment and develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

What training are the staff supporting my son / daughter with SEND had or are having?

Teachers and teaching assistants will receive through the academic year training in mandatory safeguarding, manual handling and fire training. Different members of staff have received training related to SEND including session on: Autism, Behavioural management, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid, Intimate Care and Toileting and the use of a defibrillator. During the next academic year staff will be receiving training about the implementation of the new SEN code of practice. If a pupil starting at school has an area of SEND that we have not received additional training on in the past we will look to up skill our staff so that they are able to support the new pupil.

How will my son / daughter be included in activities outside the classroom including school trips?

Activities within the normal school curriculum are planned so that all pupils will be included in them. The outcomes to planned learning activities for pupils maybe very different depending on the individual pupil's abilities. Parents will be informed of any forth coming trips in advanced. Staff will contact parents if they have any concerns about a pupil's involvement in a trip or activity and their suggestions for their child's inclusion will be sought. If parents/carers have any concerns about a school trip or an activity within the school day they should speak to the class teacher or SENCo. Parents are often asked to volunteer to come on school trips or additional teaching assistants may be deployed to aid all pupils' inclusion. Foundation stage have their own toilets within their classroom settings. In key stage 1 and 2 classrooms are arranged in blocks of two that share toilet facilities and a disabled toilet. On the lower floor we have a designated medical room. For parents/carers whose first language is not English we use the support of the MEAS team. For arranged meetings we will employ the services of a

translator when possible and parents can bring with them a friend or support who is more fluent in English.

How will you prepare and support my son / daughter to join your setting or school and transfer to a new setting or school for the next stage of education and life?

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENCo and teachers should be informed of this by their parents/carers or from their previous setting. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development. At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school are given. An appointment with the class teacher can be made at any time either in person or by phone to discuss your child. Between each class/phase in school children are given transition time before they start in their new class/phase/school/. Staff spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. Parents are informed of their new child's class teacher via their child's end of year report. At the beginning of the new academic year children are familiarized with their new setting and routine to ensure a good start to the new academic year. For secondary school transfers year heads and SENCos talk to our staff at school and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

How is the decision made about what type and how much support my son / daughter will receive?

A decision will be made about your child's SEND support depending on their learning difficulty or disability and how that affects their development alongside that of their peers or their own previous progress/attainment and then under the Equality Act 2010 make what reasonable adjustments may need to be made for them.

St Gerard's Catholic Primary divides their SEND children into four main categories:

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

Class teachers, SENCo, Senior Leadership Team members should make regular assessments of progress for all pupils. They will identify pupils making less than expected progress given their age and individual circumstances. Your son / daughter's progress will be judged by the class

teacher or school senior leadership team against this SEND criteria:

- Significantly slower than that of their peers starting from the same baseline
- Fail to match or better their previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap between your son/daughter and their peers

Progress might be looked for in other areas other than attainment eg. Social needs. The first response to such progress will be high quality teaching targeted at the areas of weakness. Parents/cares will be informed by the class teacher at this point. When progress continues to be less than expected the class teacher working with the SENCo should assess whether your son/daughter has SEN. Parents/carers will be informed at this point by the class teacher or SENCo and a Personal Support Plan detailing support will be drawn up for parents/carers. If we feel that your child would benefit from some further advice from other support agencies to develop their progress they will be contacted. Again parents/carers will be informed. Parents/carers views and knowledge on how to support their child is always valued and is an important part in creating personalised provision that will work for your child. When additional support is given a success criterion with outcomes should be recorded so that the provision can be measured against this. A provision is seen as being successful when

- Progress increases and becomes more in line with that of their peers starting from the same baseline
- Child's previous rate of progress improves
- The attainment gap between the child and their peers' narrows
- The attainment gap between your son/daughter and their peers stays stable.

Who can I contact for further information?

Your first point of contact if you want to discuss something about your son / daughter at St Gerard's Catholic Primary School would usually be the class teacher followed by the school SENCo. If you are worried about your son or daughter, please come to speak to us at school. An appointment can always be made at the office and often a member of staff may be able to address your worry straight away. If you are considering whether your son / daughter should join us at St Gerard's Catholic Primary School, you should try to speak to Mr Landrum our Head teacher.

Can staff get extra help from experts outside if they need to? (E.g. advice and training on medical conditions)

We use many outside agencies to give us advice on how to support our children depending on their type of SEND. Additional training will be sort depending on a pupil's needs.

How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matter. Provision maps will usually be circulated by the class teacher, whilst IHCPs, PCPs, Statements and EHCPs will usually be circulated by the SENCo.