



St Anthony of Padua Primary School

SEND Information Report

September 2023

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This report covers the following areas:

- 1. Our Approach as a school**
- 2. SEN Needs and Provision**
- 3. Parents/Carers**
- 4. Training**
- 5. Engagement**
- 6. Transition**
- 7. Staff Deployment**
- 8. Complaints**

1. Our Approach to SEND as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classroom, pastoral care and support arrangements.

Class teachers are responsible for enabling all children in our classes to make progress and fulfil their potential. To achieve this, we plan appropriate experiences and activities for our children. We ensure that we provide high quality teaching to all children, including providing support to those children who need it. We differentiate the curriculum and resources appropriately and monitor individual progress. We identify children who are struggling or need to be stretched and adjust our lessons accordingly. We use the

graduated approach of assess, plan, do and review to provide for all children's individual needs. We use an outcomes-based approach so we can evaluate and be accountable for the progress of the children in our classes. We have internal processes for monitoring quality of provision and assessment of need. These include book trawls, learning walks and data analysis.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (SEND Policy September 2023)

All teachers follow the same approach for supporting the children with SEND.

Assess: We have a rigorous assessment procedure to assess and track all children's progress. If a child's progress is causing concern, the teacher will discuss this at a pupil progress meeting with the Head Teacher, Deputy Head Teacher and SENDCO. For those pupils who are not making expected progress the class teachers plan provision to enable those children to make progress.

Plan: Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. Children on the SEND register also have a pupil profile with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend pupil profile meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or intervention are carried out. Class teachers ensure that all pupils receive quality first teaching and small group support from themselves within lessons. The class teacher works closely with other adults who work with children in their class, overseeing provision and discussing progress and next steps with them.

Review: The class teacher reviews the child's progress against the targets set. Parents and, where age and ability appropriate, the child, are included in a review of the pupil profile. New targets are then set and the assess, plan, do, review cycle continues. we review provision and progress for all children at least once a term.

2. SEND Needs and Provision:

Children and young people's SEND are generally thought of in four broad areas of need and support. Provision for these needs is that which is **additional to** or **different from** that which is generally available for most children in the school. The four areas of need and the support available are:

- **Communication and interaction**
 - Support from SENISS
 - Support from Speech and Language Therapy
 - Social Stories
 - Time to Talk and Socially Speaking
 - Lego Therapy

- **Cognition and learning**
 - Small group / individual work with a teacher or TA
 - Various intervention groups covering maths and English
 - Individualised support e.g. individual reading, IDL, Precision Teaching, catch up mathematics
 - Additional small steps assessment (PIVATS)
 - Support from Outreach Providers-SENISS
 - Educational Psychologist

- **Social, emotional and mental health**
 - Social Skills training
 - Social stories
 - Seedlings and MHSTTherapy
 - Lego Therapy
 - Roar activities

- **Sensory and/or physical needs**
 - Support from Physiotherapy, Occupational Therapy, when required
 - Resources for individual children – fidget toys, weighted blankets.
 - Support from the Sensory Team

In addition, we can access specialist support for children and parents from:

- Education Psychology Service
- School Nurse & Health Visitor
- CAMHS (Child and Adolescent Mental Health Team)
- Alder Hey (Physiotherapy, Occupational Therapy, Community Paediatrics, ASD Pathway, Behaviour Team)
- Speech and Language Therapy
- SENISS (Special Educational Needs and Inclusion Support Service)
- YPAS (Young Person's Advisory Service)
- Seedlings and MHST (Emotional Therapy)
- ADDvanced Solutions (ASC and ADHD)
- EMTAS (Ethnic Minority & Traveller Achievement Service)

This support is either accessed through a direct referral from school or through SEND Consortium (a partnership between schools to improve practice and provision for children with SEND). The family GP can also make referrals if there are concerns.

3. Parents/Carers:

We aim to include and consult parents/carers of children with SEND in the decision-making around their child's education. All parents are encouraged to be involved but for parents of children with SEND, we feel their contribution is crucial. Parents are invited to meet with their child's teacher, SENDCo and outside agencies whenever necessary. Parents are involved in the assess, plan, do, review cycle and parents' contributions are valued at all stages. Parents are asked to engage with EHATs if early intervention is a tool that can help their child to make greater progress. There are regular review meetings to identify progress and discuss next steps in this process. School works closely with parents to provide the best learning opportunities for their child. Applications for high needs funding and EHCPs are made in consultation with parents when it is deemed appropriate.

Action/Event	Who's involved	Frequency
Pupil profiles	Class teacher, parents, child (where age and ability appropriate).	At least termly.
Parents Evening	Class teacher, parents	Termly
Transition meetings	Previous and new class teachers, SENDCo and parents of specific children (eg. Those with ASD) Who require support with transition.	End of Summer term.
EHCP Annual Review meetings.	All agencies involved with the child with an EHCP, parents, pupil, class teacher, TA, Headteacher, SENDCo.	Annually – dependent on when EHCP was issued.
Initial Early Help Assessment Team (EHAT) meetings and reviews.	Relevant staff i.e. class teacher, TA, SENDCo, Headteacher, outside agencies, parents, pupil (if appropriate)	At various times throughout the year.
EYFS Welcome meeting	EYFS staff, Headteacher, parents	Annually in July.
Meetings after assessment visits i.e. from Educational Psychologist, Speech and Language Therapist (SALT), Seedlings, Therapists	Relevant staff, SENDCo, parents, pupil and outside agencies.	At various times throughout the year.

4. Training:

We are trained in a variety of special needs, for example, Dyslexia, ASD awareness, as well as various medical needs. Further training is provided by the LA and specialist services as required. The SENDCo attends regular and professional development from the LA on a variety of issues around SEND.

5. Engagement:

We strive to ensure that children with SEND are able to engage in activities that are available to children who do not have SEND. We make arrangements for children with SEND to take part in school trips, including the residential in Y6. Parents are consulted to ensure that all of the child's needs are provided for. Children with SEND can, if they wish, take part in any of the extra-curricular activities available in the school. Extra resources and/or staffing are deployed if necessary.

6. Transition:

When a child transfers from another setting to ours, staff will consult transfer documents and inform the SENDCo if applicable. There are strong links between our school and some of our local secondary schools.

We have an established process for ensuring that children with SEND make a smooth transition to their high school. The children attend the July transition day and extra visits can be arranged if necessary. The children meet key staff and complete transition booklets. The SENDCo meets with SENDCos from local secondary schools at the LA Transition Event in June to ensure that relevant information is passed on including reports from outside agencies. This helps the feeder schools to have an understanding of the individual pupil's needs and make any necessary changes or provision to make the transition smoother for the pupil.

7. Staff Deployment:

Considerable thought, planning and preparation goes into utilising our Teaching Assistants to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. TAs in each year group are responsible, under the guidance of the teacher, for leading interventions. Bespoke programmes are in place to help these children make accelerated progress.

8. Complaints:

Our aim is to provide an open and welcoming environment where every child is happy and secure, but if you are unhappy or concerned about the provision your child is receiving in school, you can contact your child's teacher or the SENDCo. Many concerns can be resolved by simple clarification or discussion. However, if you are still unhappy, you can contact the Headteacher and refer to the School Complaints Policy on our school website.

Glossary:

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
EHAT	Early Help Assessment Tool
EHCP	Education and Health Care Plan
LA	Local Authority
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
TA	Teaching Assistant
PIVATs	Performance Indicators for Valued Assessment and Targeted Learning