

ANNUAL REVIEW

SEND Information Report 2018-19

This 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 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 |

Childcare Provider Details:	
Setting/Provider Name:	Our Lady of Perpetual Succour Primary School
Website Address:	www.olpsprimary.co.uk
Type of Provision: (i.e. Pre-school, Nursery, Childminder, After School)	Primary School
Number on Roll:	209
% of Children with SEND:	9.5%
Date of last Ofsted:	March 2017

Please see 'Helpful hints for responding to the questions' at the end of this report form.

Range of Provision and inclusion information
1. How are Special Educational Needs defined? A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014) We are a fully inclusive mainstream school. Underpinning ALL our provision in school is the graduated approach cycle of: assess, plan, do and review. All teachers are responsible for every child in their care, including those with special educational needs. The Graduated Approach is a process where increasing levels of support are implemented, and referrals are made to advisory services as appropriate.
2. How does the setting know if my child will need extra help? We provide high quality first teaching which includes differentiation. Termly Progress meetings are held with the SLT (Senior Leadership team), SENCO and individual class teachers. At these termly meetings we review the progress of every child in our care. We identify those children who are not making adequate progress. We identify their barriers to learning and discuss what action we can put in place to accelerate progress. These discussions serve to embed high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.
3. Who is the best person to talk to if I think my child may have special educational needs? First and foremost, approach your child's class teacher to discuss any concerns that you have. They will be able to explain to you how your child is progressing in class and discuss any interventions your child may be having and the impact, if any, that this is having. You can also contact the school and ask to make an appointment to speak with the SENCo (Mrs Alison Heston).

4. How will the staff support my child?
If your child does not appear to be making the same progress as other children of their age, we will undertake assessments in school and identify possible barriers to their learning. If despite interventions progress is still not evident then we will approach other professionals e.g. Educational Psychologists at Group consultation. Parents and carers will be involved at all stages. Your child will access interventions to enable them to catch up with their peers or to enable them to engage more purposefully in lessons. Teaching assistants may work closely with your child to support their learning e.g. small group reading sessions, individual pre/post maths activities, precision teaching, phonics groups.
5. How will your setting be matched to my child's needs?
We are a one form entry school. Teachers plan and assess to match each pupils needs using relevant resources. We have an experienced teaching staff and support staff with one higher level teaching assistant.
6. How will both you and I know how my child is doing and how will you help me to support my child's learning?
We are child and family centred so you will be involved in all decision-making about your child's support. When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. We will continue to write School Support Plans (SSP) with pupils, parents / carers. We will inform parents about any interventions your child is accessing. We hold twice yearly parents' evenings as well as a drop-in service each Wednesday after school.
7. What support will there be for my child overall wellbeing?
<p>Our Lady's has a strong ethos of nurturing and pastoral care where all parties are treated as part of its family. Parents/carers are encouraged to contact school should they have any concerns regarding their child/children as soon as possible to help us plan support. Strategies to promote wellbeing and self-esteem include:</p> <ul style="list-style-type: none"> • Emotional Health and Well Being week- we achieved the Five Great Ways to Well Being award (July 2018) • Keeping me safe • Keeping me healthy week • Anti-Bullying Education • Equality and Diversity week • E safety work • Crucial crew • NSPCC assemblies • Circle time in class • PHSE programme – Coram/Scarf use of the Life Education Unit. • Character strength cards • Silver SEAL groups • Robust safeguarding procedures with all staff having had recent training. • Regular monitoring of the Behaviour Policy and how it contributes to children's increased self esteem • School Council • Planned support from teaching assistant
8. What specialist services and expertise are available at or accessed by your setting?
<ul style="list-style-type: none"> • Educational Psychologist (group consultation) • Specialist teachers within Halton

<ul style="list-style-type: none"> • Speech and Language Therapy Service - Chatterbug • Occupational Therapist – OT- and Physiotherapist • School Nurse • Diabetic Nurse • Health Visitor • Hearing impairment team • Woodview Child Development Centre • Child and Adolescent Mental Health Service (CAMHS) • Primary and Specialist Family Support Workers • Social Workers • Referrals and advice from EP and CAMHS and Family Workers and Social Workers. (if/when needed) • Meet and greet at the start of the day for individual children • Regular parental contact in person or through a home school diary
<p>9. What training are the staff supporting children with SEN and Disabilities had or are having? Please comment specifically in relation to training of staff supporting children with autism and include dates.</p>
<p>All staff attend regular training. Recently the whole staff had training on Dyslexia and becoming a more dyslexia friendly school (May 2018). We also had Autism awareness training sessions with Stacey Holleron (Halton SEND team) on 6th and 13th June 2018. Individual staff members have had:</p> <ul style="list-style-type: none"> • Speech and Language training • Hearing impairment training • Elklan training • Attachment disorder training • Talkboost training • Precision teaching training.
<p>10. How will my child be included in activities outside the setting including trips?</p>
<p>All children are included on every school trip. Staff/child ratio will be increased to support any SEND issues.</p>
<p>11. How accessible is the setting?</p>
<p>The school is on one floor: school office, Head teacher's office, staff room, 2 meeting rooms, school hall, 7 classrooms, 1 ICT suite, 4x boy's toilets, 4x girl's toilets, 2 staff toilets, library, nurture room, resource/ intervention room, school kitchen off the main hall. The entrance to the school has disabled access and there are 2 disabled use toilets off the reception area.</p>
<p>11a. Please provide a web link to your Accessibility Policy:</p>
<p>http://www.olpsprimary.co.uk/website/accessibility_plan/233204</p>
<p>12. How will the setting support children with autism and social communication difficulties?</p>
<p>All classrooms have and use visual timetables. Staff have had recent training on being Autism aware. Staff discuss strategies that need to be used with each other and share good practise. Educational Psychologists guidance is followed including work stations, social stories, character strengths etc.</p>
<p>13. How will the setting prepare and support my child to in their transition in to your setting and when they leave?</p>
<p>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 Our Lady's adopts the following procedures:</p>

Transfer in:

- Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received
- Implementation of a School 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
- Use of a social story
- 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

Transfer out:

- 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 Our Lady's staff to go with the child on a planned programme of extra visits if considered useful for the child
- 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 parents and children.
- Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.

14. How are the resources allocated and matched to my child's Special Educational Needs and disabilities?

All children have the same opportunities here at Our Lady's. To facilitate this, children who require resources to support their learning receive them. When speech therapy, occupational therapy or group consultation with the Educational Psychologists make recommendations the SENCo discusses these with the Headteacher and the resources are purchased from the SEND funding in school.

15. How is the decision made about what type and how much support my child will receive?

All children receive Quality First teaching. Those children who are not making the expected progress will receive appropriate interventions to enable them to make the necessary progress, this will be shared with parents so you know what your child is accessing in school to help them. Assessments will be shared with parents and the reasons why your child is receiving interventions will be explained as well as the support you can give at home too.

16. How are parents currently involved in your setting?

All parents are consulted with regarding their children and their progress. Those children who are on the SEND register have individual support plans which are drawn up in consultation with parents and individual children. These plans are reviewed each term and new SMART targets are set.

17. Who can I contact for further information?

After discussion with your child's teacher further help and guidance may be sought from the SENCo Mrs Alison Heston. Halton Local Offer is also a wealth of information and support which is very user friendly and accessible. www.halton.gov.uk/localoffer

18. Are the following documents available for guidance on the following, either on your setting website, if appropriate or on request (please tick)			
SEND Policy	✓	Equality and Diversity	✓
Safeguarding Policy	✓	Complaints/Compliments procedure	✓
Behaviour	✓		
19. Please list any experience you/your staff have had working with children with SEND, e.g. ADHD, Cerebral Palsy, Tracheotomy Care, etc.			
We have had children attending our setting in the past/present who have had severe allergies, learning difficulties, hearing impairments, Autism, speech and language difficulties, ADHD, Psoriasis, Ehlers Danlos Syndrome and Asthma.			
ANNUAL REVIEW 2018-19			
Completed by: <u>Mrs Alison Heston</u>		Date: <u>6th September</u> <u>2018</u>	

Appendix A:
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.