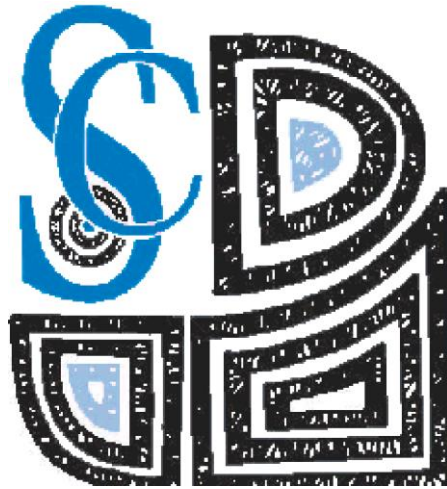


ST CLEOPAS C of E PRIMARY SCHOOL



Live, Laugh, Learn

St Cleopas is committed to safeguarding and promoting the welfare of children and young people. All staff, volunteers, parents, governors and visitors are expected to share this commitment. Any incident which causes safeguarding concerns should be brought to the attention of Mrs Gannon (Headteacher), or Mr Fitzgerald (Deputy Head).

SEN Information Report

'Help Me to Help Myself'

2023/2024

SENDCO: Mr I Fitzgerald

SEND Governor: Mrs Dot Williams

Contact: 0151 727 1725

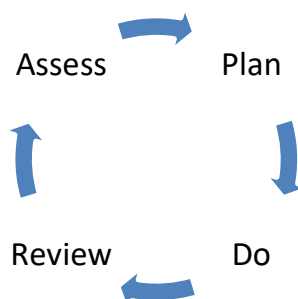
Dedicated SEN time: Tuesday/Thursday with meeting and training times as necessary

Local Offer Contribution: www.stcleopas.com

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among 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.

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. (**Reference:** Teaching & Learning Policy)

Assess: In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

Plan: We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do: The School's SENCO Mr Fitzgerald supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Review: Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO/Inclusion Manager attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Details of Provision: Individual time tables and support plans, social stories, Home-school contact books, visual and sensory timetables and provision

2. Cognition and learning

Details of Provision: Individual plans, precision teaching, differentiation of whole class tasks, target setting, additional resources to access learning including programmes of intervention from outside agencies.

3. Social, emotional and mental health

Details of Provision: Learning Mentor, Circle of Friends, Kindness Weeks/programmes, Anti-bullying resources and theme weeks, Administration of medication, Meet the Headteacher lunchtimes

4. Sensory and/or physical needs

Details of Provision: Individual programmes, physiotherapy programmes, specialist equipment, support for attendance at hospital appointments, ICT equipment

The above is not an exhaustive list and every effort is made to adapt the plans to the individual.

As of September 2023 we have 74 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Consultation	Class teacher	Termly
Progress Reviews	Head/SENCo/Class teacher	Termly
Progress Report	Head/SENCo/Parent	Termly
Pupil Voice	Child	Termly

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
IF	Behaviour Management/Engaging the Reluctant Learner Safeguarding National SENCo award pending SEMH-SLMH award pending	Specialist Leader
AF	Communication- Speech and Language: WellComm. Talk Boost	Teacher
EP	Thrive Practitioner	Teacher
RC	SEMH-SLMH award pending	Teacher
PW	British Dyslexia Association Accreditation/ Catch up Literacy/Talk Boost RISE practitioner	HLTA
AB	Emotional, Social and Mental Health Needs, Think Yourself Great. Mental Health First Aid P4C Number Sense Precision Teaching Handwriting Interventions Steps to Reading Phonics Flexible Interventions	HLTA
FO'B	Lego Therapy Flexible Interventions First Class @ Number KS1/2 Number Sense Phonics Maths/English guided groups	HLTA
IH	NELI Practitioner– Nuffield Early Language Intervention, Chatty bats Project Code X	
JB	ASD/Neurodiverse Trained	LSA

	Practitioner Flexible Interventions	
JD	Project Code X Number Sense Phonics Flexible Interventions	LSA
CS	Phonics Hornet Literacy Flexible Interventions	LSA
DH	Communication- Speech and Language: WellComm.	LSA
SC	Spelling Made Easy Toe by Toe Accelleread AccelleWrite Flexible Interventions Guided maths and English interventions SEND trained specialist Neurodiverse Practitioner	LSA

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Finance

Our notional SEN Budget this year is £115,039, however, we commit considerably more to ensuring Inclusion for all and the expenditure breakdown of that is as follows:

- Support staff (additional to quality first provision) = £345, 974
- 1:1 provision for 3 x 3 high need pupils= £67,000
- Additional teaching resources = £20,000
- Training = £7,000

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- High achievement for KS2 pupils with disabilities
- Emotional needs of a variety of children met to prevent exclusion
- Specialist interventions to aid progress across all classes
- Parent support to access e.g. Domestic Abuse Support Services – Operation Encompass, YPAS.
- Purchase of specialist equipment to ensure children have tactile, sensory and ICT support

- Services of a specialist trained counsellor-school has a Service Level Agreement with Seedlings (weekly support)
- Bereavement services

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners – SEN Consortia.

Our approach involved:

- Sharing of Safeguarding information
- Sharing and monitoring of barriers to learning information
- Transition meetings with new schools
- Follow up meetings in the Autumn term after transition
- Detailed meetings with SENCo of new school
- Support for statementing of children requiring additional support
- SENCo meetings for transition day
- All data and reports delivered personally to new school
- Transition workshops

We **always** closely monitor children and young people's destination data.

Complaints

Our complaints procedure is available from the school office and the policy can be viewed on our website.

Further development

This year has presented many challenges due to the global pandemic, we have had to rethink how to best support our children with Special Educational Needs and their families. Our strategic plans for developing and enhancing SEN provision in our school next year include ...

Outcomes:

Staff to be aware of how to monitor pupil's well-being

SENCo to offer regular opportunities to consult with parents by phone.

Staff to be trained in mental health awareness.

Pupils to be given strategies to address difficulties with their own mental health.

Pupils with SEN will be confident at identifying personal targets and evaluate how they are being met.

Targeted interventions to provide 'catch up' in the areas of Literacy and Numeracy to ensure that the gaps do not widen for SEND children

In preparing this report we have included staff, parents and children and young people through:

- Listening to their views
- Encouraging parents to contact us with any feedback.
- Working with the Local Authority to publish our Local Offer
- Creating 'child friendly' IEPs
- Publishing our work on the school website and inviting comments and feedback

Relevant school policies underpinning this SEND Information Report include:

SEND Policy 2023/2024

Equal Opportunities Policy

Safeguarding Children

Complaints Policy

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

This report is written in line with the requirements of:-

- Our School Local Offer which is located on our website
- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010