ANNUAL REVIEW

SEND Information Report 2022-2023

This Special Educational Needs and/or Disability (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** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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

General School Details:	
School Name:	St. Martin's Catholic Primary School
School website address:	www.st-martins.halton.sch.uk
Type of school:	Voluntary Aided
Description of school:	St. Martin's is a small catholic primary school situated in Murdishaw in Runcorn. At our school, every member of staff is committed to providing a creative, challenging environment where everyone feels safe, secure and ready to learn. Children are encouraged to be kind, responsible and respectful independent learners. The school is one form entry, classes are taught in their year groups from Reception to Year6. Each class has at least one teaching assistant in addition to their class teacher. Our experienced teaching assistants also work across year groups providing specific focused support to pupils. Here at St. Martin's we are an inclusive school that supports, nurtures and challenges pupils to achieve their full potential. It is a place where children love to learn and learn to love.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	207
% of children at the school with SEND:	13.1% School Support 1% EHCP
Date of last Ofsted:	May 2018
Awards that the school holds:	Artsmark School Games Gold Healthy Schools
Accessibility information about the school:	Fully accessible single storey building with disabled toilet. We are committed to meeting the needs of all children regardless of any SEND requirements they may have.
Please provide a web link to your school's Accessibility Strategy	

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Nurture Groups Numicon Speech and Language Mathematics courses Medical training Dyslexia training ADHD training Attachment training Mental Health Training ELSA training Team Teach Mental Health First Aid Asthma and Allergy Neli		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	✓
		Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality and Diversity	✓
		Pupil Premium Information	✓
		Complaints procedure	✓

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	- When pupils have identified SEND before they start at St. Martin's, we work with the people who already know them and use the information they already have available to identify the support that they will need in our setting - If a parent/carer makes their child's class teacher or the school SENCo aware that they think their child has SEN, or a member of school staff has any concerns, we will discuss this with them and investigate. We will share with parents/carers what we find out and agree next steps with them as to how we can help the child - Throughout your child's time at St. Martin's, if your child does not appear to be making the same level of progress as their peers we will undertake assessment in school and by using other professionals, identify possible barriers to their learning. Parents and carers will be involved at all stages. - We are child and family centred so parents/carers will be involved in all decision making about their 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 parents/carer so that we are all helping the child in the same way.

	• We will write individual support plans, or behaviour plans for pupils • Those children who have an SEN Support Plan, IBP or Education Health and Care Plan in place are invited to termly review meetings along with parents, and those with EHC Plans also have an annual review meeting.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• When necessary, we receive support from specialist and professional agencies, including specialist teachers from SEN Assessment Team • Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, autism spectrum conditions, moderate/severe learning difficulties, sensory, physical and social, emotional and mental health needs • We can consult with specialist health teams for advice and support, e.g. asthma, allergies, continence • We liaise with Woodview Child Development Centre for advice and support • We liaise with Education Psychologists, receiving support, reports and advice • We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resource • We hold internal meetings with relevant staff including SENCO and Family Support Worker to discuss appropriate interventions • We will hold multi professional meetings with parents and the pupil where necessary to review the child's progress.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Supportive equipment is available to support the curriculum or to provide intervention • Individual workspaces can be provided when required • Access to ICT resources such as IPad/laptops • If necessary adaptations can be made to the classroom layout and/or the curriculum to ensure inclusive practice • Prompt and reminder cards for organisation are used, along with a range of visual prompts • Children have access to online reading and maths programmes
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Interventions from Speech and Language therapists (Chatterbug) • Support from classroom assistants within class or through interventions • Nurture groups used for social skills intervention

	• Resources such as social stories and comic strip conversations often used with ELSA to help support children with social and communication difficulties • Lego Six Brick Intervention recently introduced
What strategies/programmes/resources are available to speech and language difficulties?	• Intervention from Speech and Language therapists – Chatterbug • NELI intervention programme used in Reception
Strategies to support the development of literacy (reading /writing).	• Read Write Inc phonics taught in specific groups across KS1 • Regular assessment across KS1 for sound awareness • Individual phonic intervention twice a week • Individual readers heard by TA or CT regularly • KS2 classes have access to the Reading Plus programme • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Delivery of planned individual programmes where necessary by trained teaching assistants or SENCO • Year 6 booster sessions carried out to prepare for SATS • Pathways to Write implemented across KS2 • Reciprocal Reading introduced across whole school
Strategies to support the development of numeracy.	• Withdrawal in a small group for 'catch up' maths activities based on Power Maths in KS2 and Primary Star in KS1 • In class teaching assistant support 1:1 or small groups • Year 6 booster sessions carried out to prepare for SATS • Introduction of the Power Maths scheme in KS2 for maths to encourage independence and develop numerical fluency • Use of practical resources encouraged • Access to Times Table rockstars in KS2 and NumBots in KS1 Mega maths daily across whole school (arithmetic)
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant where necessary to facilitate access through support or modified resources • Specialist equipment made available, as recommended by outside professionals e.g. coloured paper for children with visual

	difficulties, pencil grips and weights, cushions and wedges to improve posture and handwriting • Individual support plans • Strategies put into place as provided or advised by professionals/specialist services • Some staff have received mental health first aid training to support those who need it
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENCo and representatives from external agencies • Target setting is carried out during termly pupil progress meetings • Individual support plan targets and termly reviews • Review of targets with parents/carers and the child if appropriate during Parent's Evenings • Termly meetings between class teachers and SENCo to discuss progress and next steps for children on the SEN register • NFER testing in Autumn and Summer terms
Strategies/support to develop independent learning.	• Use of individual timetable and checklists • Individual or differentiated success criteria • Visual prompts used such as 'Now and Next' task cards
Support /supervision at unstructured times of the day including personal care arrangements.	• Accessible toilet available
Extended school provision available; before and after school, holidays etc.	• Breakfast club from 7.30am • After school club available until • We also run a range of after school clubs eg. Various sports, various arts, choir, film
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• Meetings with parents • Children to be given one-to-one support where necessary • Individual risk assessments completed where necessary so that teachers can provide adequate support and ensure that everything is accessible for each child • SEN support plans in place
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Planned support from TA or ELSA where appropriate • Family Support Worker • Some staff trained as Mental Health First Aiders •
What strategies can be put in place to support behaviour management?	• Use of the schools behaviour policy • Individual behaviour support plans or behaviour contract in place where necessary

	- Social skills nurture group - Behaviour records, recorded on CPOMS - Time out where appropriate for individual pupils - Reward systems - Support and intervention from Halton Behaviour Support Service - Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times - Referral to Halton Behaviour Support Service - Positive handling plans in place where necessary and all staff trained in safe handling techniques through Team Teach
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	- Transition to secondary schools coordinated by Y6 teacher and SENCO - SENCO and Y6 teacher to carry out transition meetings with staff from secondary schools - Transition from pre-school/nursery settings co-ordinated by Foundation Stage teachers - A transition morning for all children during final half term
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	- Where necessary, intervention from physiotherapy/occupational therapy team - Specialist resources eg move and sit cushions, pencil grips, putty
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	- Our family support worker collects pupils' wishes and feelings as part of the MAP process, along with the views of parents/carers - The views of parents/carers and children are sought during the Education Health and Care plan review process annually, and through SEN Support Plan reviews termly - The school's SENCo and family support worker make themselves available for meetings with parents on a regular basis - Parents can be referred to courses such as Triple P to help them to meet the specific needs of their child - Parents/carers invited into school for class assemblies - School events organised regularly such as Summer Fair, Christmas Fair, Sports Day - Parent questionnaires
How additional funding for SEND is used within the school with individual pupils.	Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment)

	• If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed regularly with the child, their carers and the social worker • Specific Interventions • Support for parents and pupils from Family Support Worker, ELSA • Subsidised cost for participating in opportunities and experiences

SENCO name/contact: Rachel Hayes

Headteacher name/contact: Catherine Ming

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Completed by: Rachel Hayes   **Date: October 2022**

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.