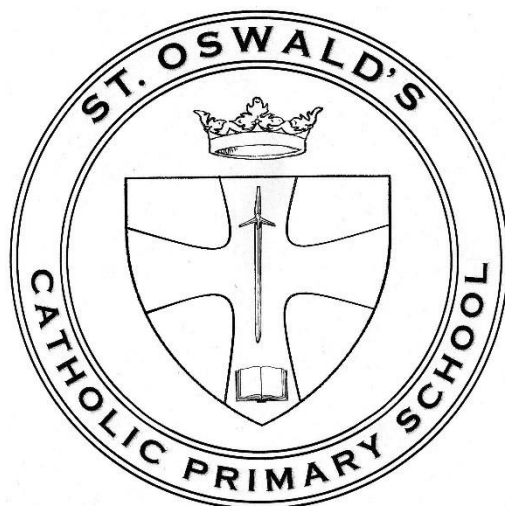


St Oswald's Catholic Primary School



SEND Information Report September 2021

Approved by:	Approval date	Renewal date
Standards committee	07/10/21	September 2022

This SEND Information Report is set within the context of the whole school aims and mission statement:



*Together with Jesus,
We will Learn and Grow in Faith*

Special Educational Needs and Disability Coordinators (SENDCOs): *Miss J Jones and Miss H Kirwan*

SEND Governor: Joanne Jones and Graham Manley

Contacts: jjones@stoswaldsschool.com hkirwan@stoswaldsschool.com

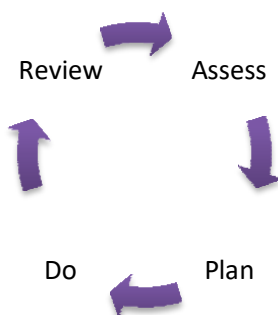
Dedicated SENDCo time: *1 day per week (Wednesday) per SENDCo*

Local Offer Contribution: <https://liverpool.gov.uk/localoffer>

Our Approach 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 or young people 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 classrooms, pastoral care and support arrangements.

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 and disabilities. (**Reference:** SEND Code of Practice 0-25yrs and Curriculum Policy September 2018).

Assess: The children's progress is monitored and assessed across school; all staff meet with senior leaders for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a Special Educational Need or Disability may access intervention activities for short periods of time to support their learning. We have introduced new intervention guidelines, which means that there is baseline assessment and then an informal review half way through an intervention to ensure it is proving effective. There is a formal assessment at the end of each intervention. (**Reference:** Intervention Policy)

There are four main areas of Special Educational Needs we consider when assessing and planning for pupils' needs:

- **Communication and Interaction**
- **Cognition and Learning,**
- **Social, Emotional and Mental Health**
- **Physical and Sensory Needs.**

In consultation with parents/carers and pupils; the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

Plan: The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a Personal Provision Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to outreach services if available via Consortia or the Local Offer

Do: The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available external support that has been identified as part of the plan.

Review: The pupils' Personal Provision Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

SEND Needs:

Children and young people's Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and support as follows:

1. Communication and Interaction- including those children with a diagnosis of ASD.

- Differentiated teaching styles and differentiated planning to meet the children's needs.

- Use of visuals to ensure clear non - verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers.
- Support by Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group.
- NELI, Early Talk Boost and Talk Boost: interventions aimed at developing the communication skills of pupils in Nursery, Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk, Socially Speaking and Lego Therapy
- Support accessed from Speech and Language Therapy Services, SENISS, Educational Psychologist, Language Box and the ADHD foundation.
- Interventions such as Time to Talk and Talk Boost are delivered aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it.
- Parent workshops are offered via Consortia to enable parents to support their child's needs.
- Sensory breaks and sensory circuits have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD or are on the ASD pathway.

2. **Cognition and learning**

- Differentiated teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. adapted computer screens, adapted keyboards, coloured overlays, pencil grips, sloping boards to write on and tablets such as iPads for recording.
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Some current interventions used in school are Third Space, 1:1 Tuition, Active Literacy, Pirate Writing, First Class at Number, Success at Arithmetic, Beat Dyslexia and Numbers Count (for further information, please see the school's Intervention Policy).
- Access advice and support for both staff and children from outreach providers including Educational Psychologist Service and SENISS.

3. **Social, Emotional and Mental Health**

- School employs two Family Liaison Officers to provide counselling and support to children and families.
- The school have implemented and started to use the Live Life to the Full RHSE scheme of work. We also use 'Wellness Wednesday' to further promote well-being skills. Parents are usually invited in to take part in 'Wellness Wednesday' workshops/activities with their children on a regular basis. These sessions include activities such as yoga and massage
- All staff have attended training sessions for ROAR (response to mental health) which make staff **R**ecognise of the signs and symptoms of mental health, to be able to ask **O**pens questions, **A**ccess the right support, service or self-care and build the children's' **R**esilience.

- Staff have received training from the ADHD Foundation on recognising pupils who may have attachment issues and received guidance on the action they would need to take to support these children and access support from outside agencies.
- School continues to access external support services including the School Nurse team, CAMHS (Children and Adolescents Mental Health Service) and The ADHD Foundation who can sign post pupils and their parents/carers to a range of support services.
- Additional support is provided in school via interventions such as DESTY, Think Yourself Great, Time to Talk and Draw and Talk. A range of staff including teachers, TA'S and our Family Liaison Officers, delivers these interventions. Our Family Liaison Officers are also able to offer interventions such as Kid's Talk, Talking Tables, LEGO Therapy as well as offering support for parents and carers.
- All classes have Take Ten equipment which is a self-regulatory calming programme based on breathing techniques using an iPad.
- We continue to engage with the EMHP, ADHD Foundation, EQE, Together Trust and SENISS and are able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions and workshops are available for families to help develop their specific understanding of ADHD and how best to support their child. We have also worked with a specialist EYFS/KS1 therapist who has worked with families and delivered staff training.

4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation- please refer to the school's Accessibility Plan.
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, weighted belts, magnifiers, iPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be, parents.
- Staff have had training on recognising and supporting children with sensory processing difficulties and additional resources have been purchased such as peanut balls, wobble boards, weight bearing gym balls and resistance bands which are used during the delivery of sensory circuits for identified children or in some cases; in class.
- School can access support from the School Nurse team, Sensory Team teachers and teaching assistants for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with 1-1 support from a teaching assistant from the Sensory team for part or the whole of their school day.
- Visits from the Physiotherapist to deliver physiotherapy on a regular basis for some pupils and to demonstrate programmes for staff to deliver. The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children and we have purchased a programme aimed at supporting children the development of their fine motor skills

(Reference: St Oswald's Catholic Primary School SEND policy September 2021)

As of September 2021, we have 104 pupils on our SEND Register.

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Management Team and Curriculum Co-ordinators, questionnaires for pupils and parents.

Co-producing 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
Parents' evening	Class teacher, parent/carers	Termly
SENDCo Parents Day	SENDCOs, parents/carers	Termly
Personal Provision Maps	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
Stay and Play (within COVID parameters)	Parents and Nursery Staff	Weekly
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions (within COVID parameters)	Parents/carers, specialist teachers, SENDCOs	As appropriate in the year

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
Miss J Jones	SEND	Bachelor Of Arts Honours Degree in English Language and Literature with Qualified Teacher Status. Post Graduate Certificate of Special Educational Needs Coordination.
Miss H Kirwan	SEND	Bachelor of Arts in Education Studies and Fine Art with design Professional Graduate certificate in Education (PGCE) in Primary English education with QTS.
Miss C McKenna	Family Liaison Officer	Degree in Learning Disability Studies NVQ Level 4 Advice and Guidance

Mrs J Finch	Family Liaison Officer	Post Grad Diploma Children & Young Peoples Practice BA (Hons) Business Studies PRINCE 2 (Project Management) NPQICL PTLLS Introduction to Counselling Certificate in Therapeutic Play Informed Practice
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Staff also have training in the following areas: 2020-2021

Intervention/Training	Focus	Trained Staff
DESTY	Social and Emotional Mental Health	Mrs Mckenna, Mrs Finch, Mrs Riding, Miss McKeever
Delivering High Quality One-to-one and Small Group Support Using Structured Interventions	Cognition and Learning	All Support Staff
Adding Value Through a More Coordinated Approach to Supporting Low Attaining Pupils	Cognition and Learning	All Support Staff
Precision Teaching	Cognition and Learning	Mrs Southern, Mrs Hughes, Miss Madren, Miss Jones, Miss Hay
Units of Sound	Cognition and Learning	Mrs McVey, Mrs Hughes, Miss Donegan
Introduction to Dyscalculia Training (ADHD Foundation)	Cognition and Learning	All Support Staff
Introduction to Dyslexia Training (ADHD Foundation)	Cognition and Learning	All Support Staff
Understanding and Supporting Emotional Self-Regulation (ADHD Foundation)	Social and Emotional Mental Health Communication and Interaction	All Support Staff
Sensory Circuits	Sensory and Physical Communication and Interaction Social and Emotional Mental Health	Miss Jones

Down Syndrome Training	Sensory and Physical Communication and Interaction Social and Emotional Mental Health Cognition and Learning	Miss Jones
Sensory Processing	Communication and Interaction	Miss Jones
Praxis and Emotional Regulation	Communication and Interaction Social and Emotional Mental Health	Miss Jones
Pathological Demand Avoidance	Communication and Interaction	Miss Jones
EAL and SEND	Cognition and Learning	Miss Jones
Strategic Inclusion	Sensory and Physical Communication and Interaction Social and Emotional Mental Health Cognition and Learning	Miss Jones, Miss Hay
New to Role of SENDCO	Sensory and Physical Communication and Interaction Social and Emotional Mental Health Cognition and Learning	Miss Hay
Shaping a Vision for SEND	Sensory and Physical Communication and Interaction Social and Emotional Mental Health Cognition and Learning	Miss Hay, Miss Jones
Person Centred Review	Sensory and Physical Communication and Interaction Social and Emotional Mental Health Cognition and Learning	Miss Hay
EHC Review	Sensory and Physical Communication and Interaction Social and Emotional Mental	Miss Hay

	Health Cognition and Learning	
Phonics	Communication and Interaction Cognition and Learning	All Staff
Early Talk Boost	Communication and Interaction	All Support Staff
Talk Boost	Communication and Interaction	All Support Staff

School staff attend weekly-directed time training sessions on numerous aspects of Learning and Teaching in order to improve outcomes for children. So far this year, staff have received training focused on returning to whole opening, Recovery Curriculum and Intervention Strategy, Catch Up catch Curriculum, Maths, English inc. Phonics, R.E. and EYFS Reforms. We continue to have a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum beyond individual Phases/Key Stages. All staff have taken part in Safeguarding updates. Our SENDCOs continue to attend the School Improvement SEND Briefings in March and November and are able to share information and training with staff and governors. One SENDCo attends the Transition Meeting in the summer term.

Staff deployment

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

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. Some support staff are trained to develop interventions such as Time to Talk, Talk Boost and Early Talk Boost, Pirate Writing, E.L.S, First Class at Number, Success at Arithmetic to name but a few. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for the whole or part of each day depending upon the needs of the pupil. This year we have applied for and received High Needs Funding to contribute to the funding of this one to one provision

At lunchtimes, identified staff to help support those children who found the unstructured time challenging or unsettling. Some support staff also engaged and supported pupils on the playground during break and lunch encouraging positive social interactions, organising games and encouraging children to use the strategies they learn to help them remain calm.

Finance

For any pupil requiring SEND, support in St Oswald's Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget used in a variety of ways,

for example, to fund the purchase of adults or additional resources; release teaching assistants to provide intervention groups or additional 1:1 or small group support for pupils in class; fund the purchase of services from external partners; release the SENDCOs from class to complete their role and to provide staff training. High Needs funding may be applied for from the Local Authority for individuals who may need additional support. We currently have 6 children in receipt of this funding.

A full list of our external partners who we work with can be made available upon request. 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:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services via consortia e.g. The ADHD Foundation, Language Box, EQE Play Therapy, Together Trust
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory soothers, Thera putty, sloping boards, timers, move and sit cushions, weighed lap belts and fidget toys.
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as Beat Dyslexia and Write from the Start.
- To buy in resources to assess children as per the Graduated Approach
- Funding for Family Support officers to work with those families who have complex needs.

School External Partnerships and Transition Plans

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

During the last academic year, 15 children have joined St. Oswald's with a Special Educational Need or Disability and 9 have left. 3 children have left due to gaining a place at a special school. 25 children transitioned to secondary school with SEN.

Our approach involved:

- Inviting new parents to visit our setting with their children and prior to children starting Reception or Nursery, 1-1 parent teacher meetings. Reception staff also go out to visit new pupils in their current settings.
- Following the clear transition procedures that are in place to support children as they move between year groups in school (please see our Transition Policy) and also as they leave Year 2 to move to the Junior building or other Junior settings.
- Transition visits are arranged throughout the summer term for year 2 children who are transferring buildings, teachers swap classes to familiarise the children to their new teachers. Children with specific needs are given booklets with photographs and information about their new adults and settings.
- Year 6 children who are transferring to our feeder schools are also given transition days to meet and get to know their new environment.
- Meetings take place in the summer term between the two SENDCOs regarding the transition of pupils on the SEND Register and they contact the SENDCOs of any other pupils transferring or beginning school in September. If a new child with SEND begins at any other time during the school year, their previous setting will always be contacted by our SENDCOs

to ensure we have all the relevant information.

- The Local Authority SENDCo briefing in the summer term allows the SENDCo to meet with their counterparts from our local secondary schools and share relevant information about Year 6 pupils involved in transition.
- All safeguarding documentation is copied, hand delivered and signed for either by a named person in the secondary school or the SENDCo, this is followed up with a meeting or telephone call to follow.
- Extra transition visits can be arranged depending upon the needs of the individual pupil

Complaints

This year we have had 0 complaints on SEND. Complaints will be dealt with using the procedures outlined in the Parental Complaints Policy 2021, which can be found on the school's website.

Whole school SEND data

The table below shows the % of children on the SEND register working in Reading, Writing and Maths or Number. This summative, baseline assessment data was collected in **June 2021**, after the lockdown in Jan 2021. All children working below the expected level are assessed using PIVATS 5.

The children in Nursery are considered Pre-SEND, therefore they do not have data represented within the table. We use the Pre-SEND budget to support the children highlighted with possible SEND needs, through teacher assessment and observations. This budget is spent on services such as SENISS and Speech and Language support.

EYFS Attainment	Working Below the expected level	Working Towards the expected level	On Track/Expected	Working Above/Greater depth
Reception				
Reading	33%	23%	44%	0%
Writing	33%	23%	44%	0%
Number	33%	23%	44%	0%
KS1 Attainment				
Year One				
Reading	23%	31%	38%	8%
Writing	15%	39%	46%	0%
Number	7%	39%	54%	0%
Year 2				
Reading	25%	50%	19%	6%
Writing	33%	42%	25%	0%
Maths	12%	57%	25%	6%

KS2 Attainment				
Year 3				
Reading	31%	31%	38%	0%
Writing	28%	49%	23%	0%
Maths	15%	54%	31%	0%
Year 4				
Reading	10%	40%	45%	5%
Writing	10%	55%	35%	0%
Maths	10%	40%	45%	5%
Year 5				
Reading	15%	50%	35%	0%
Writing	25%	50%	25%	0%
Maths	25%	75%	25%	0%
Year 6				
Reading	3%	55%	35%	8%
Writing	3%	74%	23%	0%
Maths	3%	59%	38%	0%

We continue to measure the progress of our pupils against Curriculum guidance, Development Matters, Early Learning Goals or for some of our pupils whose progress needs measuring using smaller steps we use PIVATs. We use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and to support our tracking

Personal Provision Plans are in place across school which help us to assess the progress made by individual pupils and develop effective next steps for further progress. The impact of Interventions and support given to individual children is reviewed regularly, so that progress can be measured effectively on completion. We continue to develop effective ways to capture pupil voice so it becomes more prominent in the target setting and evaluation process and to find further ways to encourage parents/carers to contribute more fully.

COVID 19 Amendments September 2020 - July 2021

Due to the COVID-19 pandemic, the following amendments at St. Oswald's Catholic Primary School have been made:

- Lunchtime are not running due to children working in class/ year group bubbles
- Some outside agencies conduct initial assessments and reviews at home, or remotely through Zoom calls or telephone conversations with staff and parents/carers
- Involving parents and learners in the dialogue remains central to our approach and we now do this remotely through: KIT calls, updating online platforms, online training sessions and questionnaires uploaded to WEDUC and the school website
- Parents courses/advice/workshops are shared via WEDUC and the school website
- Targeted staff have been allocated CPD through SIL which they attend remotely
- SENDCOs have attended online courses through a variety of platforms e.g. Open University, ADHD Foundation
- EYFS did not conduct transition visits with parents, this was done as a virtual tour and uploaded to online platforms
- Engagement with parents has continued through telephone calls and Zoom calls
- Year 6 transition meetings have been held remotely or via telephone calls with year 6

staff, St. Oswald's SENDCOs, Family Liaison Officers and staff from the secondary schools. All Year 6 information for individual children was passed up to their new school

- Children with EHC Plans have individual risk assessments carried out
- CPOMS is used consistently to communicate between all staff
- Additional time has been given for children to meet their targets set out in Provision Plans, due to lockdown and the fact that some children are spending extended time at home
- New Provision Plans have a greater focus on the social and emotional wellbeing of individual children
- A focus on SEMH and children's wellbeing has been implemented during the Recovery Curriculum period

St Oswald's Catholic Primary School prides itself on being inclusive and in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

Further development

Our strategic action plan for developing and enhancing SEND provision in our school next year includes the following:

- To review and amend current SEND documentation to ensure it is compliant with current regulations
- To evidence the effectiveness of Leadership, Management and governance.
- To develop the role of class teacher and support staff, in supporting SEND children.
- Demonstrate the effectiveness of early intervention and partnership working
- Ensure appropriate provision is in place for children with ECHP and High Needs Funding
- To ensure EYFS pre-send is used effectively.
- To maintain the mental health and wellbeing of SEND pupils, raising awareness and understanding of the impact of COVID 19
- To effectively use a Whole school Provision map that shows provision that is additional too and different from the main school curriculum.

In preparing this report, we have included staff, parents, children, and young people through discussion and sharing information.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention Policy
- Parental Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disabilities Code of Practice January 2015
- The Guidance for Full Opening: Schools Nov 2020