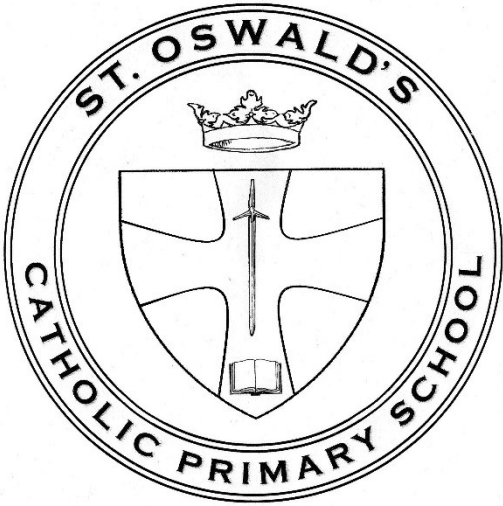


St Oswald's Catholic Primary School



SEND Information Report September 2024

Approved by:	Approval date	Renewal date
Standards Committee		

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 (SENDCO): Mrs J Williams

SEND Governor: Graham Manley and Cheryl Kirk

Contacts: jwilliams@stoswaldsschool.com

Dedicated SENDCo time: 2 days per week – Monday and Tuesday

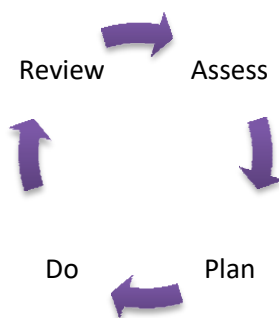
Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

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 2023).

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 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 the Primary SEND Support Partnership (PSSP) 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 provided (internally or externally) 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.
- ASD friendly environments in classrooms and halls.

- 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, Wellcomm and Talk Boost: interventions aimed at developing the communication skills of pupils in EYFS 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, Think Yourself Great and Lego Therapy
- Support accessed from Speech and Language Therapy Services, Together Trust, SENISS, Educational Psychologist 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 PSSP to enable parents to support their child’s needs.
- Parent coffee afternoons are held by the ASD team from the Local Authority.
- 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**

- High Quality Teaching, Adaptive Teaching 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 iPad 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 and Beat Dyslexia (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, Together Trust 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.
- 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. This is embedded across the whole school.

- 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, MHST, CAMHS (Children and Adolescents Mental Health Service), Together Trust 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 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.
- We continue to engage with the MHST, Together Trust, ADHD Foundation 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 delivered staff training.
- In KS2 we have identified children to work with a therapist from the ADHD Foundation to support their SEMH needs.

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, iPad 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 2023)

As of 19th September 2024, we have 120 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	SENDCo, parents/carers	Termly
Personal Provision Maps	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	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>)
Mrs J Williams	SEND	Bachelor of Arts Honours Degree in English Language and Literature with Qualified Teacher Status. Post Graduate Certificate of Special Educational Needs Coordination. <i>Currently undertaking the National Professional Qualification for Senior Leadership (NPQSL)</i>
Mrs S Mahon	Family Liaison Officer	Batchelor of Arts in Youth and Community Sign Language BSL/SSE Student Mentoring Art Therapy, Lego Therapy and Social Stories PEDIP Education Mental Health Practitioner for Children and Young People

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: 2023-24

Intervention/Training	Focus	Trained Staff
EAST 3 Consortia meetings/SENDCO meetings	LA updates	Ms Hay Mrs Williams
Inclusion Quality Mark training		Ms Hay Mrs Williams
IQM elements - WDN		Mis Hay Mrs Williams
Mastering Number at Reception and KS1	Cognition and Learning	Ms Hay
Maths Mastery	Cognition and Learning	Mrs McBrien Mr Mosaid
Phonics lead briefing	Cognition and Learning	Mrs McBrien
Effective practice in EYFS maths	Cognition and Learning	Mrs McBrien
WELLCOMM training	Cognition and Learning	Mrs McBrien Mrs Greer
Supporting children with learning difficulties to manage behaviours	Social and Emotional Mental Health	Mr Dunn
Managing low level disruption in the classroom	Social and Emotional Mental Health	Mr Dunn
Positive Handling	Social and Emotional Mental Health	Ms Hay Mrs McBrien Mr Dunn Mrs Hindley Mr Murray Ms Mahon Mrs Finch
Literacy counts	Cognition and Learning	Mrs Hindley
Ready Steady Write	Cognition and Learning	All staff
Literacy Counts	Cognition and Learning	Mrs Hindley
Deep Dive into SEND		Mrs Williams
WDN SEMH training	Social and Emotional Mental Health	Mrs Williams

Reviewing national standards and guidance for pupils working below the level of KS2 tests	Cognition and Learning	Mrs Williams
Adaptive Teaching	Cognition and Learning	Mrs Williams
Managing behaviours and self-regulation	Social and Emotional Mental Health Communication and Interaction	Mrs Williams
Well-being and supervision in education	Social and Emotional Mental Health	All Staff
RWI training	Cognition and Learning	Mrs Hindley Ms Donegan Mr Crowther
Primary Phonics	Cognition and Learning	Mr Crowther
Mental Health Lead training	Social and Emotional Mental Health	Ms Mahon

School staff attend weekly-directed time training sessions on numerous aspects of Learning and Teaching in order to improve outcomes for children. 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 SENDCO continues to attend the School Improvement SEND Briefings in March and November and are able to share information and training with staff and governors. The 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 Read, Write Inc, Time to Talk, Talk Boost and Early Talk Boost, Wellcomm 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 SENDCO 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 17 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 PSSP e.g. The ADHD Foundation 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, 9 children have joined St. Oswald's with a Special Educational Need or Disability and 6 have left. 2 children have left due to gaining a place at a special school. 21 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 with the SENDCO regarding the transition of pupils on the SEND Register with SENDCOs of other settings. If a new child with SEND begins at any other time during the school year, their previous setting will always be contacted by our SENDCO 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 securely transferred electronically.
- 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 2024, 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 2024**. All children working below the expected level are assessed using Pre- Key stage Standards. Children working below Pre-Key Stage standards at the end of KS1 and KS2 are assessed using the Engagement Model formative and summative assessment tool.

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.

	On Track/Expected	Working Above/Greater depth
Reception		
Reading	46%	
Writing	54%	
Number	39%	
Year One		
Reading	33%	0%
Writing	50%	0%
Number	50%	0%
Year 2		
Reading	31%	0%
Writing	25%	0%
Maths	31%	0%
Year 3		
Reading	38%	0%
Writing	29%	4%
Maths	33%	4%
Year 4		
Reading	55%	3%
Writing	45%	0%
Maths	59%	7%
Year 5		
Reading	48%	16%
Writing	40%	8%
Maths	44%	4%
Year 6		

Reading	58%	13%
Writing	46%	8%
Maths	50%	8%

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 Pre-Key stage Standards. 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.

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 complete and achieve the Inclusion Quality Mark Award with whole staff input.
- To oversee the SEND provision across the whole school, supporting all members of staff and SEND children.
- To embed an Inclusive Classroom and Adaptive Teaching ensuring that all children including those with SEND can access a full curriculum.
- To effectively use and embed the Pre- Key Stage Standards and if necessary; the Engagement Model to assess and plan for children working below the Key stage.

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 considered 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

