

ANNUAL REVIEW

SEND Information Report 2019-20

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 Basil's Catholic Primary School						
School website address:	www.stbasilprimary.halton.sch.uk						
Type of school:	Voluntary Aided Catholic School						
Description of school:	This is a large two form entry school with 39% of pupils accessing free school meals and 45% Pupil Premium						
Does our school have resource base? Yes or No If Yes please provide a brief description.	No						
Number on roll:	344						
% of children at the school with SEND:	18.3%						
Date of last Ofsted:	11 & 12 September 2019						
Awards that the school holds:	Science Quality Mark P4C Bronze Award						
Accessibility information about the school:	There is disabled access to all classrooms and the school halls. Both buildings have a disabled toilet.						
Please provide a web link to your school's Accessibility Strategy	www.stbasilprimary.halton.sch.uk						
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENCO has achieved National Award in Special Educational Needs Coordination and has completed Mental Health First Aid course 2 TAs have completed ELCLAN training – July 2017 & January 2018 1 TA has completed NELI training for developing early language skills – Spring 2018 3 TA have completed Autism Awareness and Dealing with Violence August 2018 1 TA completed Recognising Mental Health August 2018 2 x TA trained in administering intimate care 3 x TA trained accessed diabetes training						
Documentation available:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Are the following documents available on the schools website?</td> <td style="width: 20%;">SEND Policy</td> <td style="width: 20%;">Yes</td> </tr> <tr> <td></td> <td>Safeguarding Policy</td> <td>Yes</td> </tr> </table>	Are the following documents available on the schools website?	SEND Policy	Yes		Safeguarding Policy	Yes
Are the following documents available on the schools website?	SEND Policy	Yes					
	Safeguarding Policy	Yes					

	www.stbasilsprimary.halton.sch.uk	Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
<p>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.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to manage the particular needs within a mainstream setting • If you tell us you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. We follow the Graduated Approach carefully, ensuring the 'assess, plan do and review' stages are implemented. • If your child does not appear to making the same level of progress, whether academic, social or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be consulted in all decision making about your child's support. • When we assess pupils we discuss if specific issues and behaviours presented 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 write individual support plans with pupils and parents / carers, which will be reviewed regularly. We use differentiated homework tasks to repeat and practise activities that are new and present an achievable challenge.
<p>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.</p>	<ul style="list-style-type: none"> • When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEND assessment team, who provide training for our staff; advise on strategies and programmes and will make referrals for further assessments, if we believe they support the child. • The SENCO attends half termly Group Consultations, led by two Educational

	<p>Psychologists and various other agencies such as the Hearing Improvement Team (HIT) and CAMHS, where individual pupils are discussed and advice is given and strategies shared with the SENCO or school staff attending</p> <ul style="list-style-type: none"> • Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We can access support from local authority services and local special schools who provide outreach. • We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We also get support from a school nurse who produces care plans for pupils with medical needs. • Where appropriate we hold multi-agency meetings with parents, and seek the pupils view to review the child's progress. At these meetings we consider such things as: actions to support learning, targets for achievement and agree ways to work together. A review date is always set to evaluate progress. This information is recorded to ensure accountability.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specific ICT assessments where necessary • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as IPad, IPod, laptop • Adaptations to furniture and medical aids • Prompt and reminder cards for organisation • Symbols and visual prompts – e.g. visual timetables
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Following undertaking Boxall Profile, an individual plan is created which includes strategies and resources to help support individual pupils • Boxall groups, led by the Learning Mentor and TA who follow identified plans, working at targets set • SEN Team are regularly consulted regarding individuals - strategies and plans are shared with staff and included into individual Support Plans, which are regularly reviewed with pupils and parents/carers • Access to quiet/safe areas when needed • A variety of resources, including Black Sheep resources, are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home

	<ul style="list-style-type: none"> • Visual timetables, 'Now and Next' cards, interactive games, social stories are some of the resources used regularly with individuals
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Two TAs have accessed Elkan and NELI training in order to deliver the programmes to targeted pupils • Regular consultation with SALT (Chatterbug) • Delivery of personal speech and language programme, as specified by speech and language therapist • Identified support from teaching assistant within class for pre-learning vocabulary • Identified support from teacher/ TA for small group or individuals e.g. Elkan, NELI • Range of language resources and programme materials
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs • Small group support in class for guided reading / writing • Fluent Reading activity • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Phonics hot-listing – targeted phonic support • Delivery of Elcan, NELI, Better Reading, Phonic Readers & Oxford Reading Tree programmes by teaching assistants • Year 6 booster sessions carried out in preparation for SATS • Extra targeted guided reading sessions delivered by teacher / teaching assistant • Individually targeted daily reading with teacher / teaching assistant
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs • Fast Maths activities • Daily pre-teach sessions for individuals led by TAs • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities • Targeted gap task teaching, carried out by teachers / teaching assistants • Year 6 booster sessions carried out in preparation for SATS
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Where appropriate, we use 1:1 support in the classroom from teacher or teaching assistant to facilitate access through support or modified

	<p>resources</p> <ul style="list-style-type: none"> • Specialist equipment as necessary, specified by SEN Services • Individual support plans (educational, behaviour, pastoral) • School / year group provision mapping • Strategies put into place as provided by professionals/ specialist services / outreach
<p>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.</p>	<p>Monitoring of pupil progress through</p> <ul style="list-style-type: none"> • Target setting, assessment, monitoring and review of pupil progress • Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book scrutinies • School support plan written in conjunction with parents and include the view of the child. • External professionals undertaking assessment • Regular review of targets with child/parents, appropriate to need. • If provision or interventions need to be extended this will be agreed by the class teacher, SENDCO and SLT. All changes will be fully discussed with both parents and where applicable children. • All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SLT. • Individual education plan targets and reviews • Through target setting and evaluations at CAF/CIN/PEP meetings
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Quality first teaching • Individual success criteria • Learning Ladders to show the progressive steps pupils will make • Use of individual timetables and checklists • 'Chunking' of activities • Visual prompts • Personal development targets • 'Now and Next' cards and strategies
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Lunch time Nurture groups for identified pupils • Where needed, we use individual support plans which specify break and lunchtime provision • Quiet, indoor area available at lunchtimes • Playtime buddy system • Staff employed responsible for personal care for named pupils and care plans in place for medical needs
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • We offer a breakfast club and after school Link Club • We also run a range of after school activities for

	<p>all pupils</p> <ul style="list-style-type: none"> • Activities for targeted pupils e.g. Fit for Life, after school cookery club • We also run Family Breakfast, which is run daily for families to attend together and is free of charge
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?	<ul style="list-style-type: none"> • Where needed we use a named TA at lunchtimes • Where needed we use support plans which specify break and lunchtime provision • All Reception children have a Year 6 prayer partner and targeted Year 1 & 2 pupils have a Reading Buddy • All children are part of a school house team and work collaboratively on specific activities • House Days ensure that pupils work with pupils from other classes and year groups
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Where appropriate, planned support from teaching assistants • Meet and greet at start of day, Morning Challenge activities • Where appropriate, parental contact daily through home-school book • Reward systems based on pastoral targets • Individual support plan • Targeted support from trained learning mentor – 1:1 or small group • Targeted programme of activities, including Seasons for Growth, Seals and Boxall groups • SENCO has attended Mental Health First Aid course • Referral to outside agencies, including UK Child Bereavement and CAMHS • Nurture group and lunch time nurture group support for targeted pupils • Where appropriate, pupils have access to 1:1 counselling sessions, over a six week period
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the schools behaviour policy and implementation of school behaviour management programme • Where appropriate, individual behaviour plans and then if necessary, support plans are put in place • Social skills / behaviour group using social skills programme • Where appropriate, daily behaviour record • Meet and greet at the start and end of the day • Time-out support • Reward systems, including Golden time, extra playtime

	<ul style="list-style-type: none"> • Support and intervention from outreach behaviour specialist – Halton Behaviour Support Team • Strategies in place for unstructured times of the day e.g. alternative location for break time
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Regular meetings with parents • Transition plans for individual children • Foundation Teachers carry out transition meetings and observations at nursery/pre-school settings • Risk assessments completed • Close links with Halton transition lead as well as undertaking transition programmes e.g. Travel Training • Work with Parent Partnership • Social stories and visual prompts for pupils • Work through PSHE programme Jigsaw on managing and preparing for change • Programme of visits – specifically tailored to individual pupils • Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources as specified by medical services • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff/school nurse where required • Staff training for managing particular medical needs • 7 teaching assistants are first aid trained • 5 staff are training for de-fib machines • 9 members of staff have Paediatric First Aid Certificates • 9 members of staff are trained in administering medicines • 2 staff have completed intimate care training • 2 staff have training for Diabetes management • All staff have external training in Asthma and Allergies annually
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Pupils views are very important to us and we listen to the pupil voice ie. pupil interviews, class and school forums and environment forums • Each child has an identified adult in school with whom they meet and know to go to if they require support / advice.

	<ul style="list-style-type: none"> • Parent Workshops are offered in all year groups and parents are invited in to school • Parent Consultations take place each term where parents discuss the progress of their child and questionnaires are given out. • There are other opportunities where parents are welcome to join us, for example regular coffee mornings and class assemblies • A Parent Consultation Group meets termly with the Deputy and Assistant Heads to assess parent views • Through the Halton website, the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs. • The school works closely with the local authorities and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course • Appointment of specialist staff including full-time Learning Mentor and Family Support Worker
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • 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) and supplement this through careful use of the main school budget. Where the cost of meeting an individual's needs is more than £10,000 per year, the LA may also contribute. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. (This reflects the new Code of Practice 2014) • Discretionary funding can also be applied for, for pupils at risk of exclusion
<p>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.</p>	<ul style="list-style-type: none"> • SENCO and Family Support Worker attend termly PEP meetings • SENCO and Family Support Worker consult with pupils, carers and staff prior to writing PEP plans. These are reviewed termly and new targets set • Staff training in and delivering of, specific intervention programmes such as Better Readers, , 1:1 counselling, 1:1 tuition, NELI, Ginger Bear Friendship and Boxall programme • To purchase specific interventions and resources meet the needs of individuals or groups of pupils • iPads

	<ul style="list-style-type: none"> • After school clubs
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Headteacher name/contact: Angela Sheppard Head.stbasilsprimary@halton.gov.uk	
ANNUAL REVIEW 2019-20 Completed by: Helen McCabe Date: September 2019	

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.