

Runnymede St Edward's Catholic Primary School

SEND Information Report



Date written: November 2024

Date to review: November 2025

SENCO: Mrs. S Brophy

SEND Governor: Mrs Joanne Lewis

Contact: 01512812300

Number of children on Roll: 378

Dedicated SEN time: 2hrs

Number of children on SEND Register: 70

Percentage of children with SEND: 18.52%

SEN Support: 64 EHCP's: 8

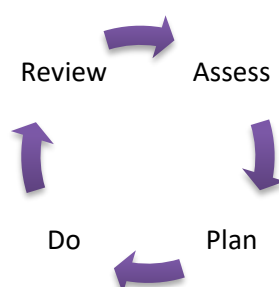
National Average: 18.4%

Local Offer Contribution: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=b-c-INikF-0&localofferchannel=8-4>

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 an adaptive 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.

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

PLAN: - We recognise that we must formally notify parents/carers if their child is being

provided with SEN Support, despite prior involvement and communication. The teacher and SENCO agree, in consultation with the parent/carer and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour. This is documented in a Pupil Profile which is written with the child, teacher and agreed by the parent/carer.

DO: - The school's SENCO, Mrs Brophy, supports the class teacher in removing barriers to learning and advising on the effective implementation of support and intervention. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with learning support assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. Pupil Profiles should be adhered to and monitored by the SENCO and SLT (Senior Leadership Team). Leaders and SENCO will participate in Pupil Progress Meetings to discuss strategies and next steps/actions and how we will continue to promote the use of High-Quality Teaching.

REVIEW: - Reviews are carried out with SEND pupils and their families. A child may have an Education, Health and Care Plan (EHCP). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs and subsequently influence the Pupil Profile. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil – this will be formalised termly. We strive to provide clear information to parents/carers about the impact of support and interventions provided enabling them to be involved in planning next steps, through meeting/conversations and correspondence. In transition to another setting, information to be passed on will be shared with parents/carers and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

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

Co-production meetings with children, young people and their parents:

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

- Working closely with parents and keeping you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, SENISS (Special Educational Needs Inclusion Support Service), Speech and Language and Outreach teachers into school to talk to you about how we can support you and your child.
- Parent Meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and/or the SENCO to discuss progress, review Pupil Profiles and set new targets.
- We encourage parents/carers to contact school and arrange an appointment with either the school SENCO, Class Teacher or member of the SLT if you are worried or concerned about any aspect of your child's learning or development.

- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them. This is used to inform their Pupil Profiles.
- We endeavour to ensure that all children in Runnymede St Edward's Catholic Primary School are fully included in all aspects of school life.
- All children are different and all children, regardless of their SEND needs, learn in different ways. Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.

Support Available for Improving Emotional and Social Development:

- All school staff are available to support all pupils with their social and emotional needs.
- PSHE sessions are integral to the school curriculum.
- The SENCO and the school's Mental Health Lead, work closely with Liverpool's MHST and Mental Health Service, CAMHs – now rebranded - **Mental Health Support for Children and Young People in Liverpool** to recognise and address the signs of mental health in school.
- Children are regularly taught about staying safe, particularly in relation to online safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff.
- Outreach support for children with emotional needs is provided as and when required.
- Children can be referred for counselling with the permission of parents.

Staff development and Qualifications:

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

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENCO and school staff can access training through their Primary Consortia.
- Staff in the school receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes Neurodevelopmental conditions training, Social Stories, Emotion Coaching, Lego Therapy, Speech, communication and language training.
- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder (ASD)
- The school receives support from a number of outside agencies such as the Educational Psychology Service, YPAS (Young Persons Advisory Service) and SENISS (Special Educational Needs Inclusion Support Service).

Staff deployment:

- Teachers at Runnymede St Edward's Catholic Primary School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. Quality First Teaching is paramount to this and teachers will also encourage and

support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the next day.

- Teachers will plan lessons so that pupils with SEND are able to successfully access the curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. Our staff know the children within their care well and are able to adapt their teaching to ensure equity for all.
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups, the change of an activity, a change in delivery style or method of recording their knowledge.
- Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes.
- Support staff assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.
- Support staff are used where the need is identified through monitoring of data.
- Support staff are provided with training opportunities to ensure that they have the skills and knowledge to support the children in the best way possible.

Involving other Bodies (including health and social care, local authority support services and voluntary sector organisations) in Meeting the Needs of Children with SEND and Supporting their Families:

- Through the Primary Consortia the school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from a number of outside agencies such as Educational Psychology Service and SENISS (Special Educational Needs Inclusion Support Service), ASD Team – who provide coffee mornings and workshops for parents at school.
- We can make referrals, with your consent, to many specialist services including **Mental Health Support for Children and Young People in Liverpool**, SLT (Speech and Language Therapy Service) OT (Occupational Therapy), the Neurodevelopmental pathway, Seedlings (a branch of YPAS who run sessions for children within school hours)
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The SENCO meets with the School Nurse and other Health Care professionals from Alder Hey to formulate and update Health Care Plans. Drop-in Meetings for families can be arranged with the school nurse and well as referrals to School Health to offer any further support.
- EHAT (Early Help Assessment Tool) meetings, EHCP meetings and any meetings involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

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.
- Transition within the school and between classes and key stages is planned for with the child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible.
- If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.
- A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and us to account.

Complaints:

- See specific complaints policy and procedure as detailed on our school website.
- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENCO who will endeavour to resolve the problem. The Head Teacher will also be informed at this stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

Further development:

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Planned lesson visits
- Learning walks
- Monitoring of books
- To ensure that entry and exit points are used across SEND interventions and that interventions are reviewed and amended when needed
- Use of Edukey to ensure Pupil profile targets are SMART and the children are making progress across the school
- Achieve the Inclusion Quality Mark

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Marking Policy
- Equal Opportunities Policy
- Complaints Policy
- Attendance Policy
- Child Protection Policy

- Pupil Premium Policy
- Behaviour Policy

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date written: November 2024

Date approved by Governing Body: