

St Gerard's Catholic Primary and Nursery School
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:

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| 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 Gerard's Catholic Primary School
School website address:	http://www.st-gerards.halton.sch.uk/
Type of school:	Primary School
Description of school:	One form entry with Nursery provision
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	229
% of children at the school with SEND:	16.6%
Date of last Ofsted:	November 2021
Awards that the school holds:	Whole School Approach to Nurture Award School Games Award Music Mark Primary Science Quality Mark Healthy School Halton Healthy Early Years Status
Accessibility information about the school:	At St Gerard's we endeavour to be disability friendly. Due to the age and design of the building wheelchair access and access for those with other disabilities may require some adaptation that would be addressed on an individual needs basis. Where changes cannot be made to the physical environment, teachers will adapt lessons to ensure that all children are able to participate. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including

	<p>sensory difficulties. We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with tendencies towards ASD, ADHD or other specific learning needs. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.</p>		
Please provide a web link to your school's Accessibility Strategy	http://www.st-gerards.halton.sch.uk/serve_file/2972339		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Senco holds Post-graduate certificate in Autism and Asperger Syndrom- Sheffield University 2018 SENCo has NASENCO qualification 2021</p>		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	✓ http://www.st-gerards.halton.sch.uk/serve_file/2748358
		Safeguarding Policy	✓ http://www.st-gerards.halton.sch.uk/serve_file/776552
		Behaviour Policy	✓ http://www.st-gerards.halton.sch.uk/serve_file/2613917
		Equality and Diversity	✓ http://www.st-gerards.halton.sch.uk/serve_file/2604933
		Pupil Premium Information	✓ http://www.st-gerards.halton.sch.uk/serve_file/3440648
		Complaints procedure	✓ http://www.st-gerards.halton.sch.uk/serve_file/976337

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>	<p>Every teacher is responsible for the teaching and learning of all pupils and by following the graduated approach of <i>assess, plan, do, review</i>, any individual learning needs are quickly identified and addressed.</p> <p>On-going teacher assessments and termly progress meetings are held with pupils and parents to discuss the provision, pupil's progress and review any support required for the following term.</p> <p>Children will be assessed at the start of the school year and end of every term to monitor and track progress.</p> <p>Upon assessment, if the pupil is considerably behind their peers, appropriate provision will be made to identify specific learning needs and involve external agencies if required.</p> <p>When a child is moving between different phases of transition (i.e. Key Stage), regular meetings will be held between the schools to discuss any concerns and share necessary information.</p> <p>St Gerard's Catholic Primary and Nursery School also provides appropriate support for children with SEMH in line with the Equalities Act 2010 and statutory guidance.</p>
<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>	<p>The child's class teacher and SENDCo will decide on the action needed to help the child to progress in the light of the earlier assessments. This may include:</p> <p>Different learning materials or specialist equipment.</p> <p>Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher, teaching assistant or SENDCo.</p> <p>Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.</p>

	Children who require support for Social, Emotional, Mental Health difficulties can be supported through the schools Nurture Group provision or via individual or one-to-one support from our trained Emotional Literacy Support Assistants.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	Support in school can take many forms such as adult support in class, one-to-one or small group intervention, additional resources in class, access to a wide range of IT or supporting the use of auxiliary aids. We have staff trained to deliver evidence-based interventions to support all children, including those with SEND. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	Now/Next boards Visual cues Objects of reference Visual Timetables Positive reinforcements Bucket Therapy Speech and Language support
What strategies/programmes/resources are available to speech and language difficulties?	We have an Ekklan trained Teaching Assistant who delivers programmes outlined in individual support plans supplied by ChatterBug Speech and Language Therapy.
Strategies to support the development of literacy (reading /writing).	Read Write Inc. is used across the school including small group and 1:1 interventions. Fresh Start is used for KS2 pupils.
Strategies to support the development of numeracy.	The school teaches a mastery approach, appropriate concrete resources are used as appropriate.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with tendencies towards ASD, ADHD or other specific learning needs. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.
How we track and assess pupil progress towards the outcomes that	Children's progress is tracked using O'Track and/or BSquared. The outcomes of these

<p>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>assessments are used to carefully set targets to build upon children's prior knowledge and skills. Children are identified for interventions and their progress is tracked with baseline and exit assessments.</p>
<p>Strategies/support to develop independent learning.</p>	<p>We implement the following strategies to develop independent learning:</p> <ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Task planners • Now and Next charts • Visual timetable • Processing time • Emotional coaching • Safe spaces • Work stations • 'Brain gym' • Checklists • Precision teaching • Multi-sensory approach
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>If needed pupils have named midday supervisor at lunchtimes and/or specific lunchtime provision</p> <ul style="list-style-type: none"> • Playtime buddy system • Behaviour support at lunch times • SLT supervision in the dinner hall • Children and Family Supporter Workers • Play leaders games • Identified groups working with younger children • Lego Therapy and extra-curricular clubs during lunchtimes.
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Breakfast club with sport provision After school clubs which include multi-sports, art and theatre club.</p>
<p>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?</p>	<p>All of our pupils have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical need. When necessary an additional adult will attend school visits and extra-curricular clubs to offer additional support to pupils.</p>

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>We have recently been granted the Whole school Approach to Nurture Award to promote and develop wellbeing for all children</p> <ul style="list-style-type: none"> • Zones of Regulation check ins for well being • Planned support from teaching assistant/Children and Family Support Workers • Meet and greet at start of day • Parental contact daily Class Dojo • Close links to the Mental Health Support Team • Emotional Literacy – ELSA support • Seasons for growth/bereavement support • Various Nurture groups- everyday or once a week • Personalised one to one support based on need • Developmental Portrait completed for all children in school and developmental support planned for
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • CPOMS for record keeping and informing all key staff • Use of the schools behaviour policy • Individual behaviour plans in place • Nurture- whole school, groups and intervention Developmental Portrait • Social skills / behaviour group using social skills programme • Personal reward and sanctions system • Tiered approach to behaviour support • Educational Psychology service • Support and intervention from outreach behaviour specialist • Referral to PBS (Positive Behaviour Support Team) • Class Dojos and rewards • CARE schedule • Support Plans • Behaviour and Attendance team referrals • Family Support working with family
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Transition meetings with SEN co-ordinator in both school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed

	<ul style="list-style-type: none"> • additional transition days supported by familiar school staff • One Page Profiles • Social stories and visual prompts for pupils • MHST delivering sessions on transitions • Personalised approach • Transition booklets/photo books • Meet the teacher sessions • Phased transition week that focuses on hopes and dreams
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Individual referrals will be made when necessary and care plans provided by medical professions are delivered in school when needed.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>Parents are supported and included through:</p> <ul style="list-style-type: none"> • Parents evenings • Curriculum booklets each term • Supporting materials provided for home Reviews • Parent courses/learning • Parent events e.g. class assemblies • Parent workshops • Drop in sessions/meet the teacher • Stay and pray sessions • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. • 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 Locality team and will support families through a CAF/MAP.
How additional funding for SEND is used within the school with individual pupils.	<p>Additional funding beyond the schools notional SEN budget is used to fund:</p> <p>Specialist training</p> <ul style="list-style-type: none"> • Access to sports clubs • Interventions: purchasing schemes or apps specific to children • Additional sessions with educational psychologist service • Outside agency support • Specialist equipment • Online supporting programmes • Children identified as needing an EHC (Educational Health Care Plan) will sometimes receive additional funding. How

	this will be used will be discussed in termly and annual review meetings, but this can be used to fund additional adult support.
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.	<ul style="list-style-type: none"> • Access to Nurture Provision Additional classes before /after school • Resources • Access to extra-curricular activities • Access to Educational Psychology Service • Specialist support/service • ICT equipment/programs • Mentoring • Play/Lunchtime extra supervision • Family Support • PEPs • Personalised approach depending on child and their needs through discussion and consultation with all stakeholders
SENCO name/contact: Patricia Kent patrickent@stgerardswidnes.co.uk	
Headteacher name/contact: Karl Landrum head.stgerards@halton.gov.uk	
ANNUAL REVIEW 2023-2024 Completed by: _____ Patricia Kent _____ Date: _September_ 2023	

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.
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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
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	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.