

St Lewis Catholic Primary School



SEND Report



The School Mission Statement

To belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ

Signed by:

A.M. Harvey

Headteacher

Date: 09/12/24

Chair of

M. McGarry

governors

Date: 09/12/24

Our approach to teaching pupils with SEND.

The fundamental aim of our school is to enable each child to be all that they can be, to embrace and fulfil their unique potential. Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, ELSA, SENDCo and all staff members have important day-to-day responsibilities.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities.

The adapted curriculum and environment.

The curriculum is scaffolded and adapted to meet the needs of all our children. Adaptation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work. For some children with SEND 'differentiation' may still be considered due to their complex learning needs.

School acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; specific colour copying for dyslexic children and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with vision difficulties; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues). The impact of these resources is continuously evaluated and reviewed.

We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources, number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

We endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. Many of our children make good use of our Sensory Room.

Small group rooms are available to provide quiet work areas for 1:1 or small group work.

Trends

The method of identification and provision for children with special needs and or disabilities follows a graduated approach and staff are guided by the SEND policy.

- Concerns are first raised and addressed through good quality classroom practice. If a child does not respond and it is felt their needs are additional or different from normal classroom practice, then the child is considered to be receiving Element 1 provision.
- If a child requires further additional and different provision, the school may consult with outside agencies, and then the child is considered to be receiving Element 2 provision – this can range from paediatrician to SALT to EP to occupation therapist etc.
- In some cases a child's needs cannot be met by the school alone and an Education Health and Care Plan (EHCP) may be requested from the Local Authority. The child is then considered to be receiving Element 3 provision.
- Most children who experience some degree of SEND will continue to have their needs met through good quality classroom practice and differentiation. Their progress is closely monitored by staff.

Profile of pupils with SEND

At present there are 96 children on roll (103 including Nursery), 51 males (55 including Nursery) and 45 females (48 including Nursery). There are 18 children (18.8%) on the SEND register.

These are split into levels of needs called Elements 1, 2 and 3.

Element 1 is the core entitlement for all children including those with a defined special educational need or disability but whose learning needs can be met through high quality teaching and differentiated mainstream classroom practice.

Element 2 is when school needs to make additional provision from its budget in order for the child to maintain progress. There are likely to be strong indications that the child requires support which is "additional to" or "different from" the differentiated educational provision made generally for their age group.

Element 3 is when a child has Education and Health Care Plan.

a) Number of pupils on school's SEND register.

Number of pupils	Element 1	Element 2	Element 3
18	2	13	3

b) Areas of need

There are 4 broad areas of need:

- **Communication and Interaction** (including social interaction difficulties and speech, language and communication difficulties)
- **Cognition and Learning.**
- **Social, Emotional and Mental Health Difficulties.**
- **Sensory and/or Physical Needs** (including hearing impairment and visual impairment)

Please note many children have more than one area of SEND				
	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical
Number of pupils	7	12	2	2

d) Other vulnerable groups

Total pupils who receive pupil premium	12	12.5%
Total number of pupil premium children on SEND register	3/12	25%
Total number of Looked After Children including PLAC	0	0%
Total number of Looked After Children on the SEND register	0	0%

Deployment of Staff

Across 4 classes, there are 3 full time teachers and 2 part time teacher, and 8 teaching assistant who support learning in EYFS, and then primarily in core subjects (English, Maths, Phonics, spelling and Grammar), providing class support and intervention.

SEND Support: TA's are allocated to key phases to provide a balance between groups, class and specialist support as well as SALT.

Organisation and management of Support

Children with identified SEND are supported within the classroom by their class teacher or a teaching assistant; some may be withdrawn for SALT interventions.

At St Lewis' we have a team of dedicated and well-trained teaching assistants who support our children with SEND. Regular training is provided in order that teachers and teaching assistants can support our children in the best possible way. Some members of staff have specialist training in Children's Mental Health, ASD, ADHD, Attachment, Team Teach and Mindfulness. We ensure that TA's are fully trained for individual children's plans so we attend training linked to sensory and speech and language also or invited trainers to come to provide CPD in school.

Where necessary, additional support and advice may be provided by the Educational Psychologist, SEMH Lead Teachers, Inclusion practitioners, Speech and Language Specialist, Sensory Specialists, Counsellors and School Health Advisors and CAMHS. School may purchase additional sessions with some professionals when there is a need to support a child. The Warrington Inclusion Service is split up into 4 areas. Our school is in the East Team Area.

External Agencies

Child Development Centre (Neurodevelopment pathway)	Child and Adolescent Mental Health Service (CAMHS)	Speech and Language Therapy (SALT)
Social Care	Early Help	Educational Psychologist (EP)
Family Support Workers	SEMH Teacher	ASD Specialist Teacher
Consultant Paediatrician	Audiology	Young Carers
Visual Processing Difficulties Clinic	Occupational Therapy	School Health Advisor
ASD Specialist Nurse	Asthma Nurse	Diabetic Nurse

Inclusion

All pupils with SEND take part in all aspects of school life including out of school activities and clubs. All pupils have participated in a full range of opportunities and events arranged by school, including trips and residential trips. They are encouraged to put themselves forward for in-house teams and groups such as School prefects, Sports prefects, Senior Leadership Team of pupils (Head Boy/Girl etc.) and Play Leaders. In roles such as these, their social skills increase as well as their confidence and self-esteem.

Arrangements for consulting parents of children with SEND and involving them in their child's education.

Throughout the year there are two Parents' Evenings and there is an end of year annual report to parents. Teachers will discuss and share any individual action plans generated from outside agency reports. Our parents appreciate the 'open door' policy whereby the staff team are easily contactable via the school office/telephone/email. Additionally, parents are invited into school to discuss their child's progress and to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach them. Termly parents are invited to meet with the SENCO and class teacher for a pupil passport review.

We actively use our Dojo platform to show parents work done with their child that is on their action plan.

Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations. Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with a speech and language therapist)

The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews transition to high school is considered with discussion involving parents and the Local Authority. At Year 6 annual reviews, the SENDCo of the receiving high school is invited to attend.

Parent survey forms are used at coffee mornings and the SEND Team are always available to discuss parents' views about their child's SEND support and to address additional needs and modifications to this support which parents feel may be appropriate.

Consulting children with SEND about and involving them in their education.

Every child termly updates their child on a page document which gives staff information about that child. It states how they learn, what they like and dislike and good strategies they like being used in the classroom. Targets set for children are reviewed with them and children's self-evaluation is actively encouraged throughout the school, SEND children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Children are aware of their progress and the challenging targets set to support their development. Child survey forms are used at annual reviews and the Pastoral team is always available to discuss the children's views about their SEND support and address additional needs and modifications to this support which children feel may be helpful for them.

Support available for improving the Social, Emotional and Mental Health Development of children with SEND.

- Specialist advice from our allocated Mental Health Support Team for children with Social Communication/Interaction, mental health difficulties.
- Warrington CYMPHS team
- Specialist advice from our Educational Psychologist / external agencies such as Young Minds.

- Areas designated for 'quiet retreat' for example the sensory room
- Links with SEMH support at the SEMH Hub
- SLMHT

Review and Evaluate

The leadership team regularly reviews the progress made by children on the SEND register. They look at the impact of any additional support, assessment scores and reports and assessments from any outside agencies involved. It informs the allocation of Teaching Assistants, further support and resources or the involvement of outside agencies.

Transition

Good transition arrangements are in place from starting at St Lewis', changing classes at the end of a school year, changing key stages, progressing to High School or changing school.

When starting in reception both the class teachers will visit your child in their nursery setting or at home to get to know your child and gain a good understanding of any additional needs. This information is fed back to the EYFS team enabling any extra support to be put into place before the start of the school year. For a child with an identified SEND need, the SENDCo will visit the nursery setting and meet with parents before transition takes place. This helps to ensure good understanding of the child and what provisions we need to have ready.

Before the end of the school year teachers and teaching assistants meet to discuss all children moving up, but especially any children with additional needs. Any provision already in place will remain and any adjustments will be made according to the need of the child. All SEND children, have a period of time before the school year ends to become familiar with their new setting, and also at the start of the school year, when required. The transition is made at the pace of the child with SEND. All class teachers also meet with the SENDCo for a full SEND transition meeting. Transition from Key Stage One to Key Stage Two happens in exactly the same way. Transition is always completed at the pace of the SEND child with the support of the staff team and any outside agencies.

For children transferring to High School the SENDCo from the High School is always invited to attend the Year 5 transition review. For children transferring to Culcheth High or Hope Academy many activities are put into place, Year 6 teacher meets with the year 7 transition lead from both schools at which teachers share key academic and pastoral information with the High School. The SENDCo and Pastoral Team have a key role in transition conversations especially with vulnerable children. Plans are made to give these children additional support and experience of transition. Hope Academy host extra day visits where parents are also invited to aid the transition for children who we feel would benefit from this. When transferring to High Schools other than our local feeder schools, the SENDCo contacts the school to arrange conversations and visits. The Year 6 teacher passes on any relevant information to the feeder school to aid transition and provide extra support where needed. Any SEND reports are transferred using CPOMS.

Complaints

Complaints from parents or carers of pupils with SEND, will in the first instance, be dealt with by the SENDCO (Mrs Moran) and the Head of School (Mrs. A.M. Harvey)

Telephone: 01925 762268 / e-mail: stlewis_primary@sch.warrington.gov.uk

If parents or carers wish to pursue the matter further, the Executive Headteacher, then Chair of Governors should be contacted as above; where upon the Complaints Procedure will be followed.