



St. Sebastian's R.C. Primary School

SEND Information Report 2021 - 2022

Further information linked to this document may be found in our school's SEND (Special Educational Needs and Disability) policy and Local Offer, our Accessibility, Disability and Equality Policy, Admissions Policy and Accessibility Plan. All are available on the school website. *The Local Offer in Salford (LOIS) can be found at: www.salford.gov.uk/localoffer.htm*

1. What kinds of special educational needs provision are made at our school?

- St. Sebastian's R.C. Primary School is an inclusive school open to all whilst recognising that some children face barriers to attendance, participation and achievement. We make all possible adjustments as necessary and within the constraints of the building to enable the admission of all pupils, including those with a physical need. Children and staff are supported by a SEND coordinator.
- We work in partnership with parents to promote the maximum development of all our children, fostering mutual respect and positive attitudes to learning. An experienced HLTA is on site to liaise with and support our families in her role as Family Liaison Officer.
- We work closely with a range of outside specialist professionals within the authority and from the Learning Support Service. We also have additional support from EMTAS for our Traveller children and pupils with English as an additional language. We buy in to the Caritas Service which provides us with a qualified social worker, based in school one day a week delivering class workshops and supporting individual and groups of children using various therapy programmes as well as supporting their families. We have an additional Speech and Language Therapist who works on site once a half term screening pupils and providing staff with targeted recommendations to be reviewed each term.
- At present, the ground floor of the building, including toilets, hall and dining facilities are fully accessible to all, including those who use mobility aids. We have a Nurture room located on the first floor, which provides a quiet and safe space for those with sensory, emotional or behavioural needs and two adequate teaching spaces for small groups or split class teaching in Upper Key Stage Two. There is a small communication friendly nurture space in our Early Years department. We also have two additional small rooms where specific interventions are delivered.
- As quality first teaching is our priority, we have a full time Maths teacher, providing targeted support to groups and individuals in Key Stage Two. We have eight permanent Level 3 teaching assistants, two temporary teaching assistants and a HLTA on site. Five of our teaching assistants are ELKLAN trained. Our teaching assistants support pupils in classes, deliver group and individual intervention programmes and implement personal timetables for those pupils with more complex needs. Support is pupil centred and tailored according to need. It may be support in/out of class, an individual or small group intervention, a catch-up supplementary programme or

a modification of resources.

- Currently, 22% of our pupils have SEND. Three of our children have individual Education, Health and Care Plans.

2. How do we identify and assess pupils with SEN?

- At St. Sebastian's, the progress and well-being of all our children is monitored closely by staff and SLT. Observations of pupils in lessons, targeted questioning and pupil workbooks are used to measure learning daily and inform future teaching. A range of formal assessment tasks and tests take place each term. These are used to check each child's performance against national standards and track the rate of progress made over time. If pupils are making less than expected progress, then initial concerns are raised with the SENDCO, next steps/appropriate targets discussed and progress over a given period is monitored. During this time, more specific assessments may be carried out by the class teacher or SENDCO and an initial meeting with parents held. These assessments may include
 - 1) Various informal observation checklists and screening tools from outside agencies, such as GL Dyslexia Screeners, Hebden Wyatt EYFS Developmental Stages, Coordination Matters, Social, Communication and Interaction observations, Speech and Language Therapy checking tools are used.
 - 2) Our Nursery and Reception pupils are currently screen tested in speech and language skills on entry and at intervals using the WELLCOMM programme.
 - 3) All pupils will have had an eyesight and hearing check at the latest by the end of Year One.
 - 4) For those with more complex social, emotional and behavioural barriers, My Star and Boxall Profiles may be carried out to pinpoint strengths, difficulties and targets and measure progress over time.
- If a child's behaviour is causing concern, we will consider whether the behaviour is a result of other underlying difficulties, such as language, communication or social difficulties. If there appears to be none, then we would:
 1. Speak to the child's parent about anything that might have happened at home.
 2. Gather information from staff about types of incidents occurring, time of day, in which lessons etc. and analyse this information to see if there are any patterns.
 3. Carry out timed observations in class/on playground/dinner hall and record formally (using the Antecedent/the Behaviour/the Consequence sheets) the way the child is behaving, taking account of who else is involved and any environmental factors.
 4. Analyse the observations and put appropriate interventions and a Behaviour Management Plan in place.
 5. If there is no improvement after a set period, then we will seek advice from external professionals in the Learning Support Service (as with any special educational need).
- If we consider that a child has a special educational need, then the child's parents will always be informed and involved when planning how best to meet the need. Solution focussed meetings will follow, involving home and school together with any necessary outside professionals to plan targets, carry out interventions and review progress. Outside professionals may also undertake further

assessments to identify strengths and weaknesses which will contribute to the child's personalised learning plan.

At this point, for pupils who have significant difficulties and complex needs, it may be decided that they may require an Education, Health and Care Plan (EHCP). This is a statutory document, prepared by the Salford SEND Team, which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

- Where there is a wider, pastoral concern around the basic needs of the pupil being met, then a family assessment document will be completed with the parent(s).
- Looked after children may follow the same process should there be concerns around SEND. However, for looked after children, a PEP (Personal Education Plan) is automatically drawn up with the social worker, school and any other agencies involved, setting out targets and next steps.

3. What are our policies for making provision for pupils with SEND?

How do we evaluate the effectiveness of provision for such pupils?

At St. Sebastian's we evaluate the effectiveness of provision in the following ways:

- All teaching staff review Learning Plans each term. Recommendations from external agencies will be incorporated and measured on the plans.
- Many of the intervention programmes have entry/exit criteria to enable progress to be measured and provision evaluated and amended, if necessary.
- The SENDCO/Headteacher analyse assessment information from pupil progress meetings each term, discuss barriers with both teachers and assistants and amend provision and timetables accordingly.
- Attainment and progress of pupils with SEND over a longer year period is tracked by the SENDCO and class teacher. Careful consideration is given to how well the pupils with SEND are performing in comparison to peers, where the gaps are and what would be the most appropriate intervention to narrow the gap.
- Specific developmental charts and profiles are maintained to track performance in specific areas.
- Parents are invited to share their views of provision at review meetings, involving the class teacher or SENDCO or the Headteacher as well as at parent meetings, which are held twice yearly.
- Cost effectiveness of provision can be evaluated on the school's Provision Mapping tool.

Our arrangements for assessing and reviewing the progress of pupils with SEN:

- A child centred 'Plan, Do and Review' cycle of meetings takes place each term with parents and school staff to review provision, inviting outside professionals for those pupils with more complex SEND or with Education, Health and Care Plans, and to set future actions.

- Those children with Education, Health and Care Plans have a formalised 'child centred' review meeting annually focussing on the targets set on the Plan. Relevant professionals, parents and school staff are invited to the meeting. A report will be prepared by the SENDCO. The parents and professionals may also wish to submit a report and will be asked to contribute their views on progress during the year. The child will also be invited to put their views forward. Following the meeting, a summary of information collected will be forwarded to the SEND Team, who, based on the documentation will decide on the arrangements for the EHC Plan for the following year. For those under 5 years of age, this review takes place every 6 months.
- Transitions to subsequent classes are discussed and prepared for prior to September with all relevant staff. Successful strategies and interventions are shared with the receiving teacher and Learning Plans and assessment data handed over. Classroom visits are arranged in the final Summer term as necessary, the frequency of which will be dependent on pupil need.
- Parents are invited to come into school to speak to the Headteacher, SENDCO or class teacher at any time during the school year, should they have any concerns about their child's progress or well-being.

Our approach to teaching pupils with SEND:

Our Nursery and Reception classes, deliver the WELLCOMM and NELI early language intervention programmes to promote language development as early as possible. This significantly reduces the number of children requiring support further up the school and enables specialist speech and language therapists to focus on those with the most complex language needs.

When planning and teaching the National Curriculum, all our teachers work extremely hard to set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning and assessment of all children. We have high expectations and **all** our children can experience success and realise their own potential. Teachers plan suitable activities for those pupils with attainment below the expected year group standards and for those who are working at significantly greater depth within the year group. In the classroom, pupils are taught in mixed ability groups using Kagan cooperative teaching strategies to maximise inclusivity.

All teachers

- take account of legislation requiring equal opportunities.
- create effective learning environments, modify workstations, promote children's motivation and concentration, use appropriate assessment and set targets for learning.
- take account of the type and extent of a child's special educational needs or disability in planning and assessment to enable children to take full part in learning including physical and practical activities.
- provide support for communication, language and literacy needs.
- deliver lessons to promote understanding using all available senses and experience.
- help children to manage their behaviour and participate in lessons effectively and safely.
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. However, our teachers ensure pupils with disabilities can participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Our teachers consider those with disabilities and

- plan enough time for satisfactory completion of tasks.
- plan opportunities where needed for the development of skills in practical aspects of the curriculum.
- identify aspects of the programmes of study that may present specific difficulties for individuals and make reasonable adjustments.

St. Sebastian's is single form entry. Teaching Assistants are deployed to classes according to the needs within the year group and the strengths of the support staff. Deployment of support staff is reviewed each term as class needs may change. Pupils work either one to one or in specific groups for interventions/additional support. Interventions are currently carried out in the afternoons, before or after school and at lunchtimes. Progress within groups is reviewed by the teaching assistant, SENDCO, class and Head teacher with clear exit target/criteria being measured, according to the programme.

How do we adapt the curriculum and learning environment?

All staff adapt the curriculum in many ways depending on the specific need of the child/children.

Careful consideration is given to mixed ability pupil organisation, how teaching content is delivered, the pace of lessons, concentration limits, the supports to reinforce learning, aid memory and prompt independence, the practical nature of experiences required, alternative methods of recording learning using ICT, mind-maps, photos, etc, the recognition of success for different individuals, classroom visual aids required, room layout and correct use of wall space (not over-stimulating). Visual timetables, task plans, emotion and behaviour charts are used in classrooms. Mood cards are used to help children to help recognise and assign labels to various emotions.

Individual work stations have been set up for pupils with social and communication difficulties. Equipment and resources, such as coloured overlays, have been purchased for pupils with visual impairments and pupils with dyslexia or physical difficulties. Additional lunchtime activities are provided for pupils who find unstructured times more difficult.

The location of year group classrooms may be modified to accommodate those pupils with mobility disabilities as the building is on two floors.

What additional support for learning do we make available for pupils with SEND?

- At St. Sebastian's, we pride ourselves on the high level of ability and experience our teaching support staff offer, as well as their very

positive contributions to the nurturing ethos of the school. All staff are equipped to deliver quality phonics following the Read, Write, Inc. structure and have received training in managing various medical needs, behaviour, social, communication and interaction difficulties. Many of our support staff have understanding of the needs around attachment and positive restraint techniques. We currently have three teaching assistants who have undergone training on managing sensory needs. Six of our current support staff have been trained specifically to deliver Speech and Language programmes. Two of our Early Years staff are trained to deliver the 'I Can Music' intervention programme aimed to develop working memory, language and communication.

- The addition of a Maths teacher ensures SEND pupils across upper Key Stage Two have access to additional quality first teaching in smaller groups throughout the week as well as one to one maths tutoring. Booster classes for Year 6 pupils take place twice a week before school for Maths and English – delivered by teaching staff. A breakfast IDL club takes place four days a week for pupils identified across Key Stage Two. We have a school garden which is managed by the Gardening Club in an effort to promote appropriate social skills and responsibilities. EMTAS deliver weekly individual sessions for Traveller pupils and those with English as an additional language.
- This academic year, we have employed an Academic Tutor to work with individuals across key stages as part of the National Tutoring Programme.

Targeted interventions we deliver include:

- Communication and Language in the EYFS
- Attention and Listening programme
- Fine motor block of sessions
- Phonics Catchup
- Problem Solving in the outdoors
- Sensory sessions in the Nurture room
- Working memory
- Speech and Language programmes drawn up by the buy in Speech Therapist
- Colourful Semantics programme building sentence construction
- Socially speaking/Time to Talk programmes
- Think Good, Feel Good/Managing the Anxiety Gremlin therapeutic sessions
- Relaxed Kids
- Rainbows
- Occupational Therapy programme delivered by a specialist PE teacher
- One to one tailored reading intervention

- Spelling Catchup in Key Stage Two
- Grammar Catchup for EAL learners
- Toe by Toe
- Personalised programmes/activities prepared or recommended by the Occupational Therapist, Educational Psychologist or ACE Team

What activities do we have available for pupils with SEND in addition to those available in accordance with the curriculum?

We have a variety of breakfast, lunchtime and after school activities available to all our children, including those with SEND. Annual residential trips take place for all Year Six pupils. Reasonable adjustments are always made to accommodate children with a specific requirement, in accordance with the 'reasonable adjustment' duty.

Clubs include

- Morning Move it at the Breakfast Club – easing the transition from home to school and developing social skills and happy minds.
- Lunchtime clubs – Mini Vinnies, choir, sporting activities.
- After school clubs – Reading Club, Sewing, E-Cadets, Multi-sports, Football, Table Tennis.

We provide transition visits/activities to All Hallow's for pupils in Years 4, 5 and 6.

What support is available for improving the emotional and social development of pupils with SEN?

At St. Sebastian's, all staff work hard to build positive relationships with the children, built on trust and empathy. We have some experienced support staff, who have had training in Attachment and understand the nature of behaviour and what it communicates. Our Family Liaison Officer (FLO) has been trained on the Incredible Years parenting programme and is available to speak to at the playground entrance every day. Parents can make appointments to meet one to one with the FLO on any afternoon. The FLO also delivers the earlier mentioned Think Good, Feel Good programme to pupils.

Once a week, the Caritas Worker works with small groups which alter on a termly basis dependent on need, including Super Skills for Life, Riding the Rapids, Lego Therapy, Relaxed Kids, Friendships and other Weapons and other tailored programmes to promote healthy minds. The Caritas member is fully trained in Suicide Prevention and Bereavement and delivers whole school workshops for children, such as Expect Respect and the NSPCC PANTS toolkit, half termly.

All staff have been trained to deliver Rainbows to those pupils who may have suffered separation, bereavement or loss.

Our older pupils also take on pastoral roles and our younger children respond very well to them.

We have:

Play Leaders, The Gift Team, Mini Vinnies, a School Council, a Head boy and girl, House Captains and E-Cadets.

Support for pupils varies according to the individual and their age. Often, subtle proximity to an adult whilst working reduces anxiety and stress for many pupils. Support may also be a designated key worker to whom children check in regularly with throughout the day.

All staff foster confidence in our pupils to communicate any incidents of bullying, cyberbullying, homophobic and transgender bullying, etc. We take every opportunity throughout the curriculum to develop understanding of safeguarding issues and how to respond to them. We are aware that the internet can support our pupils with SEND but also exacerbate any vulnerabilities. We have a robust filtering and monitoring system in school as well as a team of young E-Cadets who can advise and support children as needed.

Our pupils know where to seek and how to ask for support in a confidential manner.

What is the name and the contact details of the SENDCO?

The SENDCO is Miss Jannine Platt. She can be contacted on 0161 921 1625 or via school email: stsebastians.rcprimaryschool@salford.gov.uk

What expertise and training of staff in relation to children with Special Educational Needs do we have secured?

At St. Sebastian's, we are committed to extending the training of all staff and have a rolling programme of continuous professional development, outlined in our School Development Plan. The Senior Leadership Team regularly review training needs, in terms of personal staff development and the ever-changing needs of the pupils in our care.

The current SENDCO has been in the role for a number of years and is also the Deputy Headteacher. Our FLO has degree level qualifications.

We currently offer

- 2 Mental Health Leads
- Buy in Speech Therapist – 6 days per year
- 5 ELKLAN trained assistants, (with further staff being trained in the next round)
- 1 Higher Level 4 Teaching Assistant
- All staff trained to deliver Phonics programmes
- 1 Better Reading Project trained teaching assistant
- 2 SEEMA trained assistants
- Trained Reading and Maths Recovery SENDCO
- All teaching assistants trained in Colourful Semantics
- Specialist PE teacher delivering specific physical programmes

A number of staff have been trained in

- Managing Autism, Social, Communication and Interaction difficulties.
- Being Attachment Friendly
- Team Teach Restraint

- Co-operative playtimes –
- Administering Epi-pens, dealing with epileptic seizures, understanding diabetes, managing asthma - provided by specialist medical staff
- First Aid Training
- Higher Level First Aid qualification – 4 staff
- Managing sensory needs – 3 teaching assistants
- Maintaining Calm Classrooms

How will equipment and facilities to support children with SEND be secured?

As part of our duty to make reasonable adjustments, we specifically target our designated budget to acquiring both human and material resources to meet specific pupil needs. This is monitored termly and discussed at review meetings with other professionals, ensuring 'best value' for our pupils.

How do we consult and involve parents of children with SEND about the education of their child?

At St Sebastian's, we place great value on working in partnership with parents to support their child's needs. Parents of our Early Years pupils may communicate daily with the class teacher as they bring and collect their child or via Tapestry. All staff are present and available on the school playground at the end of the day for any informal communication.

An appointment via the office may be made, should parents wish to speak privately to the Headteacher, SENDCO or a member of staff.

During the year, meetings involving other professionals, such as the Educational Psychologist, Paediatrician, Speech and Language Therapists, Nurse or other specialists from the Learning Support Team may be called to review progress or discuss a concern. Parents will always be invited to share their views at these meetings and plan future action.

Education, Health and Care Plans are formally reviewed annually with parents and professionals and subsequently submitted to the authority for decisions/amendments to be made in light of the review.

In the Autumn term, Learning Plans for each pupil on the SEND register are reviewed and a new plan drawn up. This is discussed with children and parents and reviewed on a termly basis with parents.

Views and feedback from parents are sought in meetings, via school reports, questionnaires and Parent Survey. A 'Meet the Teacher' session is offered early in September.

How do we involve and consult young people with SEND about their education?

As part of our approach to target setting, teachers share personal learning plan targets with children.

The SENDCO gathers the views of those pupils with EHC Plans prior to their reviews. The pupil may also be present at the review to give their feedback.

At the start of the school year, two children from each class are elected by their peers to serve on the School Council. An additional SEND

pupil, if not elected, will also be invited to become a member of the school council. The children meet weekly with a member of staff and present their views, opinions and ideas they wish to be acted upon to the Headteacher.

Pupil surveys are also used to provide the SLT with valuable pupil information to consider and act upon. =

What are the school's arrangements relating to the treatment of complaints from parents of pupils with SEND concerning provision?

Should a parent of a child with SEND wish to complain about the provision made at St. Sebastian's, they should take the following steps in line with our Complaints Policy:

In the first instance, please contact,

- the class teacher

If the matter remains unresolved, contact,

- the SENDCO or a Senior Leader (Miss Platt, Mrs Lomax)

If there is still no resolution, contact,

- the Head Teacher (Mrs Doyle)

If the matter is still not resolved, please put the complaint in writing to,

- the Chair of Governors (Ms Atherton/Ms Boldrini)

In the unlikely event that the matter is still not resolved, you may wish to take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting their families?

Governors are updated termly on the progress of SEND within the school, including the involvement of outside agencies. A Link SEND governor, Ms Joanna Atherton, has been appointed by the governing body.

At St. Sebastian's, we buy in and make referrals to a range of professionals to support both staff and parents in planning for and meeting the needs of children with SEND and their families. Referrals are made only after seeking parental consent.

These professional agencies include:

- Educational Psychology
- Caritas
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy

- Consultant Community Paediatric Team
- NHS Trust Nurse and Health Care professionals
- Learning Support Service Team (which includes supporting pupils with Dyslexia, Social, Communication and Interaction needs)
- Educational Welfare Officer/Attendance Officer
- Virtual School Looked After Children Team
- Social Services/Bridge Team

At times, a family assessment may be needed to access Early Help Services. This assessment, completed with parents, helps to build a full picture of need for both the child and the family. This can be useful to identify other agencies within Children's' Services, who can provide skilled support for the entire family outside of school, thus benefitting the child.

The school may also organise a translator to be present for any assessments or meetings, should there be a need.

The Education Health Care Plan helps to provide a more holistic approach to supporting children and their families.

The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

<i>Parent Partnership Unity House, Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0538</i>
<i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House, Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 793 3275</i>
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School</i>	<i>0161 607 1671 0161 607 1676</i>

57 Deans Road Swinton M27 0AP	
Educational Psychology Service Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535
Occupational Therapy and Physiotherapy	0161 607 1448
Speech and Language Therapy Service www.speakupsalford.nhs.uk	0161 212 4037 0161 212 4015 0161 212 4020
SIASS	0161 778 0349 0161 778 0343

What are the contact details of support services for pupils with SEND in transferring between phases of education?

Each transition phase (from Early Years to Key Stage One, Key Stage One to Two and from Key Stage Two to Three is carefully planned to minimise anxiety, become familiar with new staff, environments and class organisation. Sometimes it is necessary to plan a longer, more structured transition into the next phase of education for a child with SEND. If so, the following contact details may be needed:

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
Key Stage 2	Key Stage 3	LSS	0161 607 1671
		All Hallow's R.C. High School	0161 736 4117

<p><i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i></p>	<p>0161 603 4500</p>
<p><i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i></p>	<p>0161 793 3535</p>
<p>5. Where is the local authority's local offer published? <i>The Local Offer in Salford (LOIS) can be found at this location:</i> www.salford.gov.uk/localoffer.htm</p>	