



SEND Information Report



Reviewed Summer 2024

Next Review Autumn 2025

'Let Your Light Shine'- Matthew 5:16

School Vision

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What is the SEND (Special educational needs/disabilities) information report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.

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The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.



Reviewed Summer 2024

Next Review Autumn 2025

What should I do if I think my child/young person may have special educational needs?

- ❖ If you are concerned about your child's learning or development, your child's class teacher should be contacted in the first instance, they will be happy to discuss your child's progress and achievement.
- ❖ Other members of staff you may feel you would like to speak to are:
 - SENDCo - Alison Corkill
 - Headteacher- Rachel Fisher
 - SEND Governor – Helen Rylance

Catering for different types of SEND

- ❖ There are 4 different types of SEND:

-Communication and Interaction: Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.

- Cognition and Learning: Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.

- Social, emotional and mental health: For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age appropriate intervention and support from key adults.

- Sensory and/or physical needs: There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Reviewed Summer 2024

Next Review Autumn 2025

1. How will school staff support my child/young person?

Your child could...

- ❖ Have additional group work or take part in an intervention to support their learning.
- ❖ Have an Individual Education Plan or Support Plan in place to tailor learning to their specific need.
- ❖ Be referred to specialist services for potential support and advice
- ❖ Seek additional resources for your child to support identified needs.
- ❖ Apply for an EHCP if further support is still needed

2. How will the school support children with social and emotional difficulties?

- ❖ Children experiencing social and emotional difficulties will be given the opportunity to speak in confidence to members of staff including classroom based staff and or identified trusted adults.
- ❖ If appropriate, children will access Hope's Therapy Dogs.
- ❖ PSHE is taught through the HEARTSMART and KIDSAFE curriculum.

- ❖ Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

- ❖ Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties.

- ❖ St Aidan's works closely with the Mental Health Support Team and referrals can be made to this service.

Reviewed Summer 2024

Next Review Autumn 2025

3. How will the curriculum be matched to my child's needs?

Class teachers use adaptive teaching to plan learning to meet the needs of all children in their classes. This is done through careful observation and assessments which directly feeds into planning.

- ❖ The school runs successful intervention groups which deliver specific teaching around children's personal, social and emotional development.
- ❖ If a child has been identified as having a specific learning need, an IEP/ IBP /Support Plan may be implemented.
- ❖ Where required, additional resources/ specialist equipment, may be needed to support your child's learning journey.
- ❖ School and home will work closely together to ensure pupils and families are well supported.

4. How will both you and I know how my child/young person is doing and help me to support my child's/young person's learning?

If your child has been identified as having SEN, school will meet with parents to discuss support plans and progress towards identified needs . This could include...

- ❖ Gathering your views when we are first concerned about your child's learning
- ❖ Sharing support plans with you on a termly basis and update you on the progress being made.
- ❖ Asking for your permission to apply for specialist advice or funding
- ❖ Letting you know what the outcomes of applications are, and explaining any advice received and next steps
- ❖ Asking what your aspirations are for your child

At St Aidan's we pride ourselves on open relationships with our parents and therefore welcome you to make an appointment to see your child's class teacher at the earliest convenience to discuss any concerns or support needed.

Reviewed Summer 2024

Next Review Autumn 2025

5. What specialist services and expertise are available at or accessed by the school?

- ❖ St Aidan's will make referrals via the St Helens TESSA service . St Helens SEND representatives will closely with school to ensure correct signposting to services and personnel. Should there be need for assessment parental permission will always be sought before any assessment is carried out.

- ❖ Other agencies involved include:
- ❖ LASC (Language, Autism and Social Communication)
- ❖ The Bridge Centre (Early Years up to age 5)
- ❖ Play Therapy
- ❖ Barnados
- ❖ Mental Health Support Team
- ❖ Hearing Impaired Team
- ❖ Visual Impaired Team
- ❖ Speech and Language Therapy
- ❖ CAMHS (Children and Adolescents Mental Health Service)
- ❖ Listening Ear
- ❖ Occupational Therapists
- ❖ Social Services
- ❖ School Health
- ❖ Continence Team
- ❖ Virtual Schools Team (for Looked After Children)
- ❖ Diabetic Nurse
- ❖ Epilepsy Nurse
- ❖ PACE
- ❖ BIT (Behaviour Improvement Team)
- ❖ Inclusion Team
- ❖ Learning Support Service

Reviewed Summer 2024

Next Review Autumn 2025

6. What training are the staff supporting children and young people with SEND had or are having?

- ❖ All staff training is monitored and kept up to date regularly, to ensure all our staff are sufficiently skilled.

- ❖ Examples of training provided:
 - ❖ Paediatric First Aid
 - ❖ Quality First Teaching
 - ❖ Rosenshine's Principles in Action
 - ❖ The Thrive Approach
 - ❖ Team Teach
 - ❖ Sensory Breaks / Circuits / Diets
 - ❖ Autism Training through LASC
 - ❖ Trauma Informed Awareness
 - ❖ Epi-Pen
 - ❖ Lego Therapy

- ❖ In addition to the above, the SENDCos attend termly update meetings lead by the authority, in which support and advice will be offered based on children's individual needs.

7. How will my child/young person be included in activities outside the classroom, including school trips?

- ❖ All class trips are accessible for all children.
- ❖ Appropriate risk assessments are carried out accordingly and sufficient staff to children ratios are adhered to.
- ❖ If necessary a 1:1 adult will be provided to support your child in fully accessing the trip.
- ❖ If your child has any medical issues, staff will invite parents into school to discuss the administration of medication and a medicines form will need to be completed by parents/carers if necessary.

Reviewed Summer 2024

Next Review Autumn 2025

8. How accessible is the school environment?

- ❖ All aspects of the school building are accessible to Wheelchairs and a disabled toilet is available.
- ❖ Our Accessibility Plan is regularly updated.
- ❖ At St Aidan's we are always happy to discuss individual access requirements.

9. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- ❖ At St Aidans, we understand how important it is for children to have a smooth transition when starting school, as well as a new year group, therefore we strive to make this a positive experience for all. We have a successful transition programme that runs throughout school.
- ❖ **Starting Nursery**
- ❖ Staff invite children and parents /carers to a stay and play sessions. This gives parents/carers the opportunity to become familiar with their child's new learning environment and also gives opportunity to share any additional information regarding their child.
- ❖ Open days are planned to enable the children to come and see the classroom environment and become familiar with the staff they will be working with.
- ❖ The children are assigned to a key worker whilst they attend Nursery.
- ❖ **Starting Reception**
- ❖ Staff in Reception will work with Nursery Providers to discuss your child - this enables a smooth transition process.
- ❖ Before starting Reception, Stay and Play Sessions are run throughout the Summer term, allowing your child to become familiar with the environment and the staff they will be working with.

Reviewed Summer 2024

Next Review Autumn 2025

A Parent's information Session is held to inform parents/carers about the day to day routines of school and any other relevant information.

All Year Groups

- ❖ When starting a new school year all pupils have a 'Meet the Teacher' day in the summer term. If your child has an additional need, this will be shared with the new class teacher and a transition support plan will be put in place.

Y6 Transition

- ❖ Your child will have many opportunities throughout the year to visit local high schools.
- ❖ Once the high school placements have been arranged, transition meetings between the Year 6 teachers, SENDCos from both schools and Head of Year 7 takes place to share information.
- ❖ If necessary, extra transition days can be arranged to support children with additional needs.
- ❖ The class teachers in Year 6 will also teach lessons to prepare the children for high school during the summer term – including Personal, Social and Emotional Lessons.

Moving to and from a New School

- ❖ If your child starts/leaves our school part way through their time here, the SENDCo will contact the new/old school to discuss any special arrangements that are required for your child.
- ❖ All records will be sought/passed on as soon as possible

10. How are the school's resources allocated and matched to children's/young people's special educational needs?

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's need.
- ❖ Children with an EHCP will have resources identified through a costed provision map which is reviewed by the school and the local authority as part of the annual review.

Reviewed Summer 2024

Next Review Autumn 2025

11. How is the decision made about what type and how much support my child/young person will receive?

- ❖ The majority of pupils with SEND can cope within a classroom environment, with adaptive learning opportunities and experiences from the class teacher including the use of resources to adapt learning.
- ❖ Support is allocated on an individual needs basis and will be decided on using a range of evidence. This could be from classroom observations to reports from outside agencies.
- ❖ All decisions about support will be made with the SENDCo, Class Teacher, Head teacher, Inclusion officer and Parents/Carers
- ❖ If necessary, statutory assessment could be sought and your child may receive additional funding for support, or an EHCP (Educational, Health and Care Plan).
- ❖ When actions/ interventions are put in place they would be monitored by the class teacher and SENDCo for their impact.



12. What is the local offer?

- ❖ Our local offer is information for parents and carers of children who have Special Educational needs (SEN) or a disability (SEND) and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive or access whilst attending our school.
- ❖ In developing and reviewing the Local Offer, the school will adopt the following approach:
- ❖ **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- ❖ **Accessible:** The published Local Offer will be easy to understand, factual and jargon-free. It is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision. It will be well

Reviewed Summer 2024

Next Review Autumn 2025

signposted and publicised.

- ❖ **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- ❖ **Up-to-date:** When parents and pupils access the Local Offer, the information will be up-to-date

13. How will school aim to resolve disagreements?

- ❖ The school is committed to resolving disagreements between pupils, parents and the school.
- ❖ In carrying out of duties, the school:
- ❖ Supports early resolution of disagreements at the local level.
- ❖ Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- ❖ The school's Complaints Procedures Policy will be published on the school website.

Reviewed Summer 2024

Next Review Autumn 2025

14. Who can I contact for further information?

- ❖ The first port of call for any questions or concerns should preferably be the class teacher of your child:

- ❖ Any further queries can be brought to the attention of the SENDCo for your child's phase or:
- ❖ Mrs Fisher , Headteacher
- ❖ Mr Moore , Deputy Head
- ❖ Mrs Holcroft, SEND Advisory Support



Reviewed Summer 2024

Next Review Autumn 2025

Stages of Support – SEN / SEND

Stage	Trigger for concern	Actions	Progress to look for	Potential Referrals
1 – Initial concerns	Child is not making enough progress in line with national expectations.	<p>Graduated response form to be completed by class teacher and support plan developed.</p> <p>Information shared with SENCO and Head teacher</p> <p>Class teacher to share concerns with parents with support of the SENCO</p>	<p>To continue to monitor in class and against support plan</p> <p>Regular communication with parents</p>	
2- Targeted support	Child is not making enough progress in line with national expectations even with support strategies in place	<p>Child access targeted interventions for 6-10 weeks</p> <p>Monitored by class teacher with SENCO and HT</p> <p>Child is placed on the monitoring register and discuss with TESSA</p>	<p>To continue to monitor in class and against support plan</p> <p>Regular communication with parents</p> <p>Discuss of further access to intervention is needed.</p> <p>If progress has been made continue to</p>	<p>Seek advice from TESSA</p> <p>Referral on to the school SEN register</p>

Reviewed Summer 2024

Next Review Autumn 2025

			<p>monitor in class – discuss if further access to intervention is needed.</p> <p>If little progress has been made then an IEP will be in place</p>	
3- Referrals	Limited progress is recorded	<p>With permission from the parent/carer school will seek to make a referral to TESSA for guidance and signposting- these may include</p> <p>Neurological – ADHD, ASD etc</p> <p>Health – OT , vision , hearing, speech physio ...</p> <p>Educational Psychologist – if a pupil is working more than 2 years below chronological age or displaying complex social / emotional needs – advice reports to be</p>		<p>TESSA referrals completed through LA</p> <p>Educational Psychologist</p>

Reviewed Summer 2024

Next Review Autumn 2025

		<p>put in place.</p> <p>Consideration to the EHCP process.</p>		
<p>4- EHC Needs Assessment referral</p>		<p>Discussion with SENCO and HT regarding EHCP application .</p> <p>Parental views collected</p> <p>EHCP submitted to ask for further support and if necessary a possible change of educational setting.</p> <p>Annual EHCP reviews to take place</p>		<p>Educational Psychologist</p> <p>EHCP referral submitted</p>

Reviewed Summer 2024

Next Review Autumn 2025

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Next Review Autumn 2025