

SEND INFORMATION REPORT

2020-2021

St Finbar's Catholic Primary school encourages a strong focus on high aspirations and on improving outcomes for children with special educational needs and /or disabilities. We strive to fully support all children to enable them to have a successful and enjoyable education.



"Pupils who have SEN /disabilities make good progress. Needs are identified early and appropriate intervention provided. Progress against targets is closely tracked and evaluated every 6 weeks, with new targets set or amended, as necessary. Involvement of pupils and their parents is good.

There is strength in leadership of SEND."

(Ofsted, September 2016)

The kinds of special educational needs for which provision is made at school.

- St Finbar's school is a mainstream setting which caters for pupils with a wide range of **special educational needs and disability**. These needs relate to the four broad areas identified within the Code of Practice 2014.
- Children with specific learning needs are catered for within an inclusive working environment wherever possible and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.

Policies and procedures for identifying children with SEN and assessing their needs

The Inclusion Team at St Finbar's is:

Mrs J Conley: Head teacher and Safeguarding lead

Mrs C Harkness: Safeguarding Deputy Head teacher & SENCO (Contact on 0151 727 3963) or finbars-rec@st-finbars.liverpool.sch.uk

Ms K Barnes: Attendance officer

The school adheres to an assess-plan-do-review cycle and seeks guidance from a team of professionals within City and North 2 Consortia.

- All pupils are tracked in literacy and numeracy throughout the school year. If there are concerns regarding progress additional support or intervention may be provided depending on the need of the individual child.
- Additional support or intervention is delivered both in groups and individually.
- The support or intervention is then monitored and evaluated by class teachers, the school SENCO (Special Educational Needs Co-ordinator) and Assessment manager.
- Any new children joining our school will be assessed on entry in a variety of different ways and information from a child's previous school will also be sought
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCO

Types of SEND provided for within the school

- Within our school a variety of additional educational needs are provided for. This includes children with communication and interaction needs, cognition and learning needs, social, mental and emotional health needs and sensory or physical needs.
- Children with specific learning needs are fully included and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.
- Children with more complex needs may be receive 1-1 support through high needs funding if it is deemed that this will enhance their academic progress.

Arrangements for consulting parents of children with SEN and assessing and reviewing their needs

We endeavour to work closely with parents and will keep you informed of any intervention your child may need.

- If deemed necessary we can invite specialist agencies such as Speech and Language, Educational Psychologist, SENISS and outreach Teachers into school to talk to you about how they can support you and your child.
- Parents Evenings and SEN Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and SENCO to discuss progress, review Provision and set new targets.



- We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact school and arrange an appointment with your child's class teacher or SENCO if they are worried or concerned about any aspect of their child's learning or development.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service)
- Annual reviews will be held for children with Education Health Care Plans. The Local Authority will be invited to attend.



Arrangements in place for consulting young people with SEN and involving them in their education

- A large focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain pupils views on how they feel about their learning and how we can best support them. Age and need appropriate questions are asked of the children and children work with staff to complete these. A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- All children within St Finbar's are supported in terms of their overall wellbeing. We offer the Think Yourself Great programme, Lego therapy, play therapy and have access to CAMHS.
- All staff and children benefit from a whole school approach to mental health and wellbeing. This incorporates the Roar initiative.
- Children know they can talk freely to any adult within the school about any issues which are concerning them
- Philosophy for children, circle time and PSHE sessions are integral to the school curriculum



- Visiting groups/speakers are invited into school to promote health, safety and wellbeing issues amongst the children e.g. anti-bullying, disability awareness.



discussed at meetings

- Play leaders and lunchtime activities offer support for all children and encourage team work and friendship building.
- Clubs and after school activities are also offered to enrich the learning experiences of all children.
- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like

Arrangements for supporting children in moving between phases of education

If you would like a place at St Finbar's you will be invited to look around the school and meet with the Headteacher for a consultation.

- Transition within the school and between classes and key stages is planned for with the child.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs
- We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible
- We can 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.
- The SENDCo attends a Primary Transition Day with secondary schools to ensure appropriate information is shared.



Approaches for teaching children with SEN

- At St Finbar's we know that all children learn in different ways. Therefore, all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all children. We currently have The Inclusion Charter Mark, Philosophy for children and our School of Sanctuary award.



- In order to support all children, the curriculum is delivered in a variety of ways. All lessons within school are differentiated in order to support the needs of all children.
 - Small group and individual support is offered to children whom we feel would benefit from this
 - We understand that children learn at their own pace so we closely monitor progress.
- Advice will be given to parents/carers relating to how they too can best support their children

Coronavirus Information

- St. Finbar's is committed to ensuring that standards of inclusion are maintained during the Coronavirus outbreak. We are following the Dfe guidance documents:

[https://www.gov.uk/guidance/help-children-with-send-continue-their-education-duringcoronaviruscovid-19?utm_source=67154f47-8b28-4f1c-98a0-](https://www.gov.uk/guidance/help-children-with-send-continue-their-education-duringcoronaviruscovid-19?utm_source=67154f47-8b28-4f1c-98a0-9649cd594005&utm_medium=email&utm_campaign=govuknotifications&utm_content=immediate)

[9649cd594005&utm_medium=email&utm_campaign=govuknotifications&utm_content=immediate](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessmentguidance/coronavirus-covid-19-send-risk-assessment-guidance)

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessmentguidance/coronavirus-covid-19-send-risk-assessment-guidance>

- In line with these documents, children with EHC plans have an individualised risk assessment which will be maintained through their transition back to school. We will work with parents and carers to support identified children to transition back to school in line with their needs, using a range of approaches including social stories, contact with key staff and phased returns

- Where children are working from home in a blended or lockdown scenario they will be supported to access learning as much as possible. Support for families is available from the Inclusion Manager and external services such as the ADHD Foundation, Advanced Solutions. Links to all of these agencies are on the school website.
- Risk assessments have been completed to enable external specialists to work with children, and for intervention groups to happen in school where this is needed.
- Our approach to groups will minimise staff working across defined class "bubbles" and key stages.
- Social distancing will be applied by staff working with different groups of children.

Adaptations made to the curriculum and learning environment for children with SEN

We endeavour to ensure that all children at St Finbar's are fully included in all aspects of school life.

- All children are different and all children regardless of their SEND 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
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEND
- 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 or the change of an activity or a change in delivery style



Staff training to support children with SEN



- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND
- The SENDCO and school staff can access training through their Primary Consortia
- All 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 include behaviour management, assessing children with Special Educational Needs, ASD training for new staff are just a few.
- 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 the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.

Enabling children with SEN to engage in activities available to children in the school without SEN

St Finbar's is a fully inclusive school.

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities
- We will always contact you before a planned activity, for example a residential trip, if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional
- support needs your child may have to ensure full participation.

Support available for improving emotional and social development

- All school staff are available to support all children with their social and emotional needs. We offer Lego therapy, pastoral counselling and have a CAMHS therapist working in school half a day each week.



- Visiting groups/speakers are invited into school to promote mental health safety and wellbeing issues amongst the children.

- Children are regularly taught about staying safe particularly in relation to online safety, recognising bullying and the actions to take if they are concerned through all areas of the curriculum.
- 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.



Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN 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, school Counsellor and Children with a diagnosis of Autistic Spectrum Disorder.
- Team around the child meetings involving any professionals who may be able to support your child can be held when necessary. Parents will be invited.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service)
- The SENCO and the School Nurse meet regularly with parents to formulate and update Health Care Plans. Drop In Meetings for families can be arranged with the school nurse if you wish.



Finance

The SEND allocations are spent in the following ways:

- Additional members of support staff;
- High Needs Funding provisions for pupils with complex needs;
- Extensive CPD opportunities for staff;
- Resources to support learning/physical/sensory needs;
- The purchase of specialist resources to enhance the access to the curriculum for all learners;
- Specific training for interventions;
- Membership of the SEND consortia which provides access to all of the above

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

- 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 the above 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. Please let us know as soon as you feel there may be a problem.



Evaluation of effectiveness of provision

- Provision is reviewed within school on a regular basis. Each half term targets are reviewed and new targets set.
- Monitoring progress is an integral part of teaching and leadership at St Finbar's School.
- The SENDCo gathers the impact data of Interventions to ensure that we are only using Interventions that work.
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary
- Provision for children with SEN is regularly reviewed by class teachers, the SENDCo and the Head teacher, outside agencies may also be involved too
- Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets
- Our School data is also monitored by the Local authority school improvement service and Ofsted.

