



ANNUAL REVIEW - SEPTEMBER 2023

SEND Information Report 2023-24

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	St Bedes Catholic Infant School
School website address:	www.stbedesinfants.co.uk
Halton Local Offer Website:	https://localoffer.haltonchildrenstrust.co.uk/
Type of school:	Voluntary Aided Infant School
Description of school:	Mixed Gender Catholic Infant School (Aged 4-7 years)

Does our school have resource base? Yes or No	No		
Number on roll:	232		
% of children at the school with SEND:	15%		
Date of last Ofsted: RE Inspection:	6th-7th May 2008 21 st November 2019		
Awards that the school holds:	RE and Ofsted Inspections graded outstanding, ICT Mark, School Achievement Award, Investors In People, Arts Mark Gold, Basic Skills Quality Mark, Primary Science Quality Mark, Active Mark, Healthy Schools, FMSIS, Global Awareness, Pupil Voice, Primary Learning Network, North West Together We Can, Rights, Respecting Schools, Unicef and Fairtrade Achiever		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	The accessibility Strategy/Plan is fully incorporated into the School Development Plan (SDP). The school has met all building requirements from the original access plan to ensure school is fully accessible. Accessibility Strategy/Plan Click here		
Expertise and training of school based staff about SEND. (CPD details)	At St Bede's there is an absolute commitment to staff and governor development to ensuring the maintenance of high standards and to evaluating the impact of development activities. Training focusing on SEND, Inclusion, Equality and access has included DASE (Headteacher), SEN Accreditation (SENCO), ASD Awareness, Behaviour Management, Team Teach: Positive Handling, Speech and Language Champion, Dyslexia, Intervention programmes (including Literacy and Maths), Sunbeams, Bereavement Counselling, Peer Massage, Transition, Sensory Processing; Visual Impairment Awareness, Administration of Medicine, Asthma and Allergy, First Aid, Elklan Training, Visual Impairment Training, Epilepsy, Down Syndrome Training, Inclusion Training, Precision Training, Making Sense of Autism, Nurture Training Priorities are reviewed at least annually or as need as need arises.		
Documentation available:	Are the following documents available on the school's website? If yes please insert the link to the documents page.	SEND policy	Click here
		Safeguarding Policy	Click here
		Behaviour Policy	Click here
		Equality & Diversity	Click here
		Pupil Premium Information	Click here
		Complaints procedure	Click here

Range of Provision and inclusion information:

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.

- Prior to entry, we hold induction mornings, parent meetings and pre-school visits in order to gather as much information as possible about the children. We encourage parents and nursery professionals to share any information about identified and possible SEND. If there are any identified SEND we offer additional visits, transition photo books and parent, SENCO and Foundation Stage Staff meetings prior to the child's arrival in September. We collect any relevant paperwork and produce Action Plans if required.
- For children who have no identified SEND or concerns prior to arriving in Reception, we employ the graduated approach, monitoring the children over time.
- From Reception, we will complete observations and assessments of the children. If we have a concern that a child does not seem to be making as much progress as expected or appears to need additional support in any of the four SEND areas, we will have further discussions with parents to find out about the child in the home environment. We will talk to the child about what they enjoy and may like help with in school. From this information, together with parents we will produce an Initial Concern (IC) or a SEND Support Plan outlining the steps for the child. These plans will identify ways that the child can be supported at home.
- We will continue to monitor and review the child's progress and next steps and have a discussion with parents at least termly.
- Either school or parents may feel it necessary to make a referral to a specialist service or external professional for recommendations or extra support. We will complete the necessary paperwork with views from parents.
- We involve parents in the review of all the additional support we provide
- Children are involved in the planning of all additional support plans including Initial Concerns, SEN Support Plans, action plans and Education, Health and Care (EHC) Plan paperwork

What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.

- Support is received from the SEN Service and outreach support from Special schools/Special Provision. Staff from these agencies meet with school staff, make observations and/or share advice/make recommendations to support the needs of the children.
- Referrals to Occupational Therapy and Physiotherapy and Specialist support for Visual and Hearing Impairment to access specific resources and advice/programmes
- Referrals to School Health
- Referrals to speech and language therapy to get advice, recommendations, care plans and resources.
- Group Educational Psychologist Consultations for advice and recommendations

	<ul style="list-style-type: none"> • Multi-professional meetings with parents to review the child's progress or provision. Opportunities are provided for all involved to discuss and agree targets to support learning and achievement. Minutes are taken by the SENCO/lead professional to record next steps and review dates. • Access appropriate trainings to update staff on areas of SEND, sharing advice and whole school strategies
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support learning environment e.g. overlays, coloured paper, books, boards, specialist chairs • Access to ICT resources, e.g. iPad, Laptop • Visual timetables and prompts • Use of sensory area/quiet space • Adapting environment following advice from professionals, e.g. workspace, strategies
What strategies/programmes/resources are available to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> • Language groups (Reception) • Wellcomm assessment and activities • Speech and Language Programme • Nurture groups with TA • Strategies and action plans provided by Speech and Language Therapy (Chatterbugs) • Groups led by Speech Therapist or assistant • Language resources and listening games • ASD Outreach (On referral) • ASD advice and support from Halton SEND Service (on referral) • Workstations (if required) • Use of sensory area • Specific resources according to need (e.g. ear defenders, visual timetables, busy boxes/bags)
Strategies/programmes/resources are available to speech and language difficulties	<ul style="list-style-type: none"> • Wellcomm assessment • Language groups (reception) • Referrals to Speech and Language Therapy (Chatterbugs) • Speech and language care plans
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Pre-school literacy workshops • Small group support in class for guided reading / writing • Additional guided reading • Individual readers • Home readers • Just Imagine –Reading for Pleasure • English and/or Phonics Interventions led by TAs in Year 1 and 2 • At home phonics books for children below phase 5 • Phonics groups in Reception • 1-1 reading/writing activities • Literacy Workshops • Supported groups for Friday Write • Teacher supported needs-led groups • Individual activities and strategies as required

<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Pre-school maths workshops • Small group support in class through guided teaching • 1-1 and small group activities as required in Reception • 1-1 support from TA • Additional group support for children working at below the expected standard • Mental Maths books for Home for all Year Groups • Numeracy workshops • Teacher supported needs-led groups • Individual activities and strategies as required
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised learning and class provision mapping • Differentiation • Small group support in class from TA or teacher • 1:1 support in the classroom from a TA to facilitate access through support or modified resources • Specialist equipment • Initial Concern, SEN Support Plans and EHCP outcome plans • Continuous Provision for children working at Key Stage 1 • Strategies recommended by external professionals (e.g. SEND Service, Psychology, Occupational Therapy) • Additional resources
<p>How we track and assess pupil progress towards the outcomes that 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>	<ul style="list-style-type: none"> • Flag system and target setting • Pupil progress meetings half termly • Personalised learning records to track progress across time in school and map provision • Reception observations and next steps • Provision Mapping • Setting and reviewing SEN Support Plans (pupils and parents) • Writing assessment books and sharing targets (Reception) • Friday Write books and sharing targets • Review of interventions half termly and identification of new groups • Assessment from External Professionals e.g. psychologists, speech and language therapists • Ongoing assessment records
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Visual or other timetables (depending on needs of the child) • Targets for children (particularly during writing and maths activities) • Visual prompts • Child Friendly SEN Support Plan • Buddy system/partners • Fixed routines
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Midday assistant linked to each class • Risk assessments • Playtime Friends • Planned playtime activities • Mediated play activities • Staff members following care plans for personal care

<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Art after school activities: e.g. Art, Craft, Choir, Drama, Dance • Sports after school activities: e.g. multi-sports, tennis, yoga, football, cricket, rugby, gymnastics • Computing club • Health and Wellbeing club
<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>	<ul style="list-style-type: none"> • Risk assessments • Appropriately trained staff e.g. EVCO/Visit Leader Training, First Aid, Administration of Medicine • Pre visits to trip destinations to assess risk, accessibility and suitability • Consideration of staff/pupil ratios • Parent invitations to support children on trips • Use of additional resources
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Emotional well-being integral to the ethos of the school • Induction Programme • Additional visits offered • Planned support from teaching assistant (needs led) • Alternative arrival arrangements • Contact between parents and teachers through Home-School Diary • Referrals to external agencies • Nurture and social groups • Sunbeams (separation/anxiety/bereavement group) • End of year transition books • Social stories (needs led) • Consistent application of school policies and procedures
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's behaviour policy • SEN Support Plans • Transition arrangements, e.g. support staff moving up with child • Nurture groups • Reward system e.g. sticker charts, certificates, Dojos • Support and intervention from outreach specialist • Regular meetings/discussions with parents for information sharing • Use of sensory room/quiet space
<p>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</p>	<p>On entry (Reception)</p> <ul style="list-style-type: none"> • Input from SEN Service transition specialist (if required) • Transition photo books made to be shared in the Summer • Nursery visits/meetings with key workers and staff, opportunities for observations of child in nursery environment • Induction evening • Optional additional visits • Meetings with parents-discuss any needs the child or other members of the family may need support with • Pre-school workshops • Children attending part time initially • Completion of risk assessments • Transition plans • Contact with other agencies (if required)

	<p>Junior Ready Transition Programme</p> <ul style="list-style-type: none"> • Input from SEN Service transition specialist (if required) • Regular links with Junior school, e.g. school play, sports activities, reading activities • Transition photo books • Meetings with Junior staff throughout the year • Opportunities for Year 3 staff to observe the children in the Summer term • Opportunities for Year 2 staff to work alongside the Year 3 staff during the Autumn term to support continuity and progress • Invitations for Junior staff to attend transition meetings/reviews to share all relevant information • Optional additional visits • Transition plans • Book and work sharing
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Referrals to school nurse • Links with physiotherapy/occupational therapy-strategies, programmes and reports shared • Specialist resources • School Inclusion Nurse • Staff training
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Literacy, Maths and Science workshops for parents and children • Home school diary • Home school activities • Newsletters and information sharing • Mission statement reviews • Collective worships • Family Learning sessions • Induction evenings • Open Evenings • Assessment procedures briefing, e.g. phonics screening, end of KS meetings • Introduction meetings to new year groups • Parents given information about agencies and support groups in the local area e.g. Speech and Language Drop-ins, family groups • Special moments, e.g. sports days, Christmas play • Community Art days and school Bingo • Recommended after school clubs • School website • Access to home learning activities including Purple Mash, Numbots
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Targeted interventions-1-1, group and in class • Additional staff • Additional resources to meet needs e.g. technology, sensory, practical • Specialist training • Mediated play/activities • Needs led resources
Arrangements for supporting pupils who are looked after by the	<ul style="list-style-type: none"> • Additional interventions with teacher • Invitations to afterschool clubs

<p>local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Additional staffing for year group interventions • Just Imagine: Reading for pleasure • Specific resources for supporting targeted individual children e.g. sensory, physical, social • Pupil premium-needs led (PEP)
<p>SENDCO name/contact</p>	<p>Mrs Amy Bird</p>
<p>Headteacher name/contact</p>	<p>Miss Jackie Coughlan</p>
<p>ANNUAL REVIEW 2023-2024 Completed by: Mrs Amy Bird Date: 1st September 2023</p>	

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.

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 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.