

Date of report: July 2024 Review Date: July 2025 SENDCo: Mrs Rose Bradshaw SEND Governor: Mr Duffy

At Rainford C E, we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- **A learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.
- **Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Approach

Rainford C E Primary School creates a positive SEND culture where all staff have a responsibility for each child with SEND and work together in the best interests of the child. High quality first teaching is evident throughout the whole school (both in our classrooms and during intervention sessions) as teaching and learning is differentiated, modified and personalised to ensure all children make progress. This report will demonstrate the approach to SEND that we as a whole school have adopted in our everyday practice.

Our school adopts the graduated approach cycle:

Assess – Information of a child is gathered from a range of sources (observations, termly assessments, school tracking of progress and discussions with parents).
Plan – The information gathered is used to agree the primary need for a child and appropriate support put in place. Some adjustments might include: changes to the classroom environment, differentiation and interventions.
Do – All of the additional support and interventions must be carried out consistently over a number of weeks. It is essential that links are made between the learning in class and interventions. During this time, there is on-going communication between class teachers, class TAs and the school SENDCo.
Review – The impact of the support is reviewed. Discussions with parents and the child help to inform the next steps. Next steps may be further support to be put in place or referrals to external agencies for further support.



This approach ensures we can have early identification of SEND, assess a child's needs effectively, plan how we can best meet their needs and most importantly review the impact we are having on a child and their progress and plan for further reasonable adjustments necessary in order to help the child.

<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p>The SEND Code of Practice 2014 lays out four main areas of SEND. Children with SEND needs will generally fit into one or more of these areas. Below are the four areas and the provision in place at our school:</p> <p>1. Communication and Interaction</p> <p>Communication and interaction conditions may include children and young people who have speech, language and communication needs and/or autism.</p> <p>They may have difficulty in communicating with others and/or they may have difficulty saying what they want to or understanding what is being said to them. Children may also be delayed in using language and shy away from talking</p> <p>2. Cognition and Learning</p> <p>Cognition and learning difficulties can affect children's ability to learn and do well at school. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia. A child may also be described as having 'moderate' or 'severe' learning difficulties depending on the degree of need and the impact this has on their lives. Learning difficulties cover a wide range of needs. Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum and those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication.</p> <p>3. Social, Emotional and Mental Health</p> <p>Pupils experiencing social, emotional, and mental health difficulties may be:</p> <ul style="list-style-type: none"> • withdrawn or isolated • hyperactive and lack concentration • immature in relation to social skills • displaying behaviour that challenges which could be arising from other complex special needs <p>They may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships</p> <p>4. Sensory and Physical</p> <p>Children with sensory or physical needs may have a disability, such as;</p> <ul style="list-style-type: none"> • physical disability • vision impairment • hearing impairment
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	<ul style="list-style-type: none"> • multi-sensory impairment (both hearing and vision difficulties) • dyspraxia <p>They may need specialist equipment to access learning and other opportunities available to their peers.</p>
<p>2. Information, in relation to the school’s policies for the identification and assessment of pupils with SEND.</p>	<p>Our school strives to identify children with special educational needs as early as possible. The earlier their needs are met barriers to learning can be broken down and progress can be made. Here are the ways in which we identify SEND in our school:</p> <ul style="list-style-type: none"> • Information passed on from nursery during transition to our school. • Termly formative assessments and on-going summative assessments by the class teacher • use of the Birmingham SEND toolkit to determine what level a child is working at if under age-related expectations • Observations by the class teacher and SENDCo. • Interventions having limited impact on a child’s progress. • Information gathered from parents. • Referrals to external agencies when required and their specialist assessments. <p>All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon.</p> <p>If you are concerned about any area of your child’s development, please speak to your child’s class teacher in the first instance. They may be able to provide you with further information about what the school can provide.</p>
<p>3. (a) how the school evaluates the effectiveness of its provision for pupils of SEND;</p>	<p>Termly assessments are carried out and each class teacher analyses their data. A pupil progress meeting is held for each class. This is an opportunity for the class teacher, Head teacher and SENDCo to discuss every child in detail and the progress they have made. Any children who have made limited progress, interventions and next steps will be agreed for the following term. These next steps are adding onto the school’s provision map which is monitored by the trust’s Inclusion lead termly.</p> <p>We have internal processes for monitoring quality of provision. These include learning walks, lesson observations, intervention observations, pupil interviews, book scrutiny, pupil progress meetings and data analysis.</p>
<p>(b)the school’s arrangements for assessing and reviewing the progress of pupils with SEND;</p>	<p>As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of children.</p> <p>Assess</p> <p>A clear picture of the child’s needs is drawn up. Performance data, parental comments, the pupil’s views, class teacher notes and observations from professionals may all be used to analyse what support and intervention will be needed. Barriers to learning will be highlighted and discussed.</p>

Plan

At all stages, intervention and support will be planned to maximise the impact on the child's learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Helping Hands Plans will be shared with all those adults working with the child.

Do

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed and that appropriate learning opportunities are presented. The SENCO will support the class teacher where needed in finding ways to address targets in the classroom. The class teacher will build evidence of the child's strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact of any interventions.

Review

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority in line with their review panel calendar. For children on plans, review dates will be added onto the plans and communicated with parents. Additional parents' evening meetings and other meetings with parents and children may also be used to discuss children's progress towards identified targets. During reviews, the quality and impact of intervention and support will be discussed and any changes to future provision will be proposed.

Helping Hands Plan are used in our school to document the above cycle and at three points during the school year (October, February and June), parents are invited into school to discuss in-depth the targets that have been set for their child; any problems they may be experiencing and what specific support can be put in place. The plan may include how the school and any other agency (if required) intend to support the child by carrying out an agreed intervention over a set period.

Some other examples of the assessing and reviewing process at Rainford C E School are:

- Termly data tracking that is discussed in pupil review meetings
- Observations of children by SENDCo
- Regular discussions between class teacher and SENDCo.
- Two Parents Evening meetings a year and an end of year written report.
- Parents able to ring and book an appointment to discuss any concerns.
- Annual ECHP reviews
- Helping Hands Plans are reviewed every term through discussions with parents
- In the EYFS, half-termly supervision meetings to discuss vulnerable children and next steps as a school to support them and their families

The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern,

their class teacher and/or the SENDCo will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss the pathways to more specialist support/provision.

We currently liaise with the following professionals and outside agencies in order to help us support pupils with SEND:

- Inclusion Officers (LA and TRUST)
- Speech therapists
- Educational Psychologist
- Literacy Support Service
- LASC (Language and Social Communication)
- Behaviour Improvement Team
- Local Authority Inclusion team
- School nurse
- Asthma/allergy teams
- Occupational therapists
- Healthy Living Team
- CAMHS (Child Mental Health Service)
- SMHT (School Mental Health Nursing Team)
- Paediatric clinics
- Pupil Disability Team
- Educational Psychologist
- Language Outreach Support
- Occupational Therapy and physiotherapy
- Portage and Pre-School Service
- Social Services
- Education Welfare Officer
- EHAT Team (advice and support for Early Help Plans)
- Pupils and Young People's Well-Being Panel
- Parent/Carer SEND voluntary groups; Listen 4 a Change,
- IASS
- Incredible Years Parenting Team

Where appropriate, the SENDCo may arrange for formal, professional assessments (e.g. Educational Psychologists) or referral to outside agencies (e.g. Speech and Language Therapists). When recommended by professionals, the SENDCo will seek additional funding to enable pupils to access increased, targeted support across the curriculum.

(c)the school's approach to teaching pupils with SEND;

Provision for SEND pupils includes:

- quality first teaching, with appropriate differentiation in place; use of the quality first teaching toolkit
- support staff deployed effectively during lessons
- personalised provision through time limited programmes
- personalised provision through adapted resources and interventions (1-1 or small group work)
- Interventions carried out by TA and class teachers

	<ul style="list-style-type: none"> • Personalised timetable and/or curriculum where required and agreed with parents • Peer support and opportunities for networking where appropriate • Specialist equipment/resources and reasonable adjustments made to suit the child's needs • Lessons have a focus on over-learning to support with retention • Support from external services such as Educational Psychologist, Speech and Language Therapist, behaviour specialists and Occupational Therapist • Equipment and supporting resources used when necessary such as concentration cushions, tangle toys, writing aids and laptops to record their work
<p>(d)how the school adapts the curriculum and learning environment for pupils with SEND</p> <p>(e)additional support for learning that is available to pupils with SEND;</p>	<p>All SEND pupils have access to a breadth of curriculum. All SEND pupils access quality first teaching, scaffolded to meet their needs, from class teachers and teaching assistants, to ensure they are fully immersed in key learning along with their peers. SEND pupils may receive adaptations based on their starting points, to ensure they can mee the same end points as their peers. The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • pre- and post- learning support to reinforce and embed new learning • differentiated resources and teaching styles • appropriate choices of texts and topics using Fresh Start anthologies • access arrangements for tests and or examinations • all PowerPoints have a soft colour background to support children with dyslexia and these pupils also are offered the PowerPoints in print form • buff coloured exercise books for some SEND pupils • knowledge planners to support children to learn key facts • Seating positions for children with SEND are carefully planned • additional adult support • resources such as voice recorders, vocabulary prompts and visual aids are often used
<p>(f)how the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;</p>	<p>School will always plan for main events that involve physical activities and ensure that all children can be included. Sports days and school residential trips are carefully planned to make sure all our SEND children can attend and achieve. When required, risk assessments may be put into place and procedures are discussed with parents.</p> <p>The school has wheelchair access and is on one level. A disabled toilet is available. All classroom doors are wide enough for wheelchair access and ramps are in place for four external entrances at various locations around the school. There are disabled car parking spaces on the front car park. Any parent with a disabled child should contact the Head teacher for further information regarding admission arrangements. The school's accessibility plan is available on the website.</p> <p>School have a specialist PE company, Jellybeans, that teach P.E lessons and support the school's teachers in delivering P.E lessons. This is to ensure that weekly PE sessions are also differentiated, and all children can access them.</p>

	<p>Our school Christian Values also ensure that all children are included and feel part of physical activities. All our children are encouraged to be good citizens who are encouraging, forgiving and develop positive friendships. This helps all pupils feel supported and encouraged to try activities and all feel a sense of achievement afterwards.</p> <p>School believe that all children should be part of something ‘bigger’ than a member of their class within the school and so all children are encouraged to be part of least one team that develops enterprise, leadership, and decision-making skills. E.g Eco team, safeguarding team, school council etc.</p> <p>All SEND pupils have access to extra-curricular activities to enhance an ambitious curriculum. SEND pupils may receive additional support or intervention in order to access their activities. The school monitors the take-up of extra-curricular clubs by SEND pupils and actively seek to ensure that all SEND pupils are aware and have access to the clubs.</p>
<p>(g)support that is available for improving the emotional, mental and social development of pupils with SEND.</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • a clear policy regarding behaviour and expectations (code of conduct) that all children adhere to • an anti-bullying policy that is supported by all staff • targeted support for individual pupils • access to the Mental Health Nursing Team (MHNT). This team visits the school one day per week and is available to support children with low level worry/ anxiety management • PSHE lessons • Barnardo’s workshops for whole school • Pupil Voice questionnaires • Staff awareness and training of ACES. • Staff awareness and training of ADHD with ADHD friendly classrooms • Social Stories • Emotion fans/ cards • Zones of regulation work within classrooms • 5-point scale to support children self-regulate their own emotions
<p>4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator.</p>	<p style="text-align: center;">The SENDCo is contactable on SEN.rainford@ldst.org.uk</p> <p>School SENDCo Rose Bradshaw 01744 883281</p> <p>SEND Governor Mr Duffy</p>
<p>Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.</p>	<p>All staff in the school receive on-going training to meet the needs of all the children attending the school. Time is given through staff meetings and twilights for training to be shared to the rest of the team.</p> <p>This may include Speech and Language, Dyslexia Training, ASC (autistic spectrum condition), and awareness training, ACES (Adverse Childhood Experiences). Training provided responds to the needs of the children and staff at any given time.</p>

Qualification/ program trained	Staff members
National SENDCo Award	Emma Shawcross Rose Bradshaw
ELKLAN	Emma Shawcross
Makaton	Claire Garner
Lego Therapy	Anne Dolan
ASC Enhanced Course	Suzanne Preston/ Jo Kelly
ASC in EYFS	Suzanne Preston/ Claire Garner/ Jess Willis/ Rachel Graham/ Victoria Rhodes
Inclusion Training	All KS1 and KS2 staff
Rosen Shine Principles for effective Quality First Teaching	All KS1 and KS2 staff
Epipen, Diabetes and asthma awareness training	All KS1 and KS2 staff
Trauma Informed Training	Emma Shawcross Jenny Gallagher Katherine Phillips
TEAM TEACH	All KS1 and KS2 staff
ADHD Friendly school training	All staff
Epilepsy training	Victoria Rhodes, Rachel Hayes, Sian Collins, Emma Dolan
ExSeL training	Rose Bradshaw, Emma Shawcross, Louise Thompson, Sam Johnson, Anne Dolan
How to support EYFS children with NDP	Sian Collins
Behaviour Hub training	All teaching staff

We also have the following staff receiving training through accredited courses:

- Sam Johnson- ECT through Best Practice Network
- Emma Shawcross- NPQH
- Lisa Rigby- NPQLT
- Jenny Gallagher- NPQLBC
- Victoria Rhodes- NPQEY

6. Information about how equipment and facilities to support children and young people with SEND will be secured.

The school's SEND budget is allocated to meet the needs of the children on the SEND Register. The progress and attainment of all children is tracked, and resources are allocated according to need.

The school can apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which has already been allocated to school funds for that pupil.

Our national SEN Budget this year was spent towards the following:

- Teaching Assistants
- Dyslexia Screening assessments
- Fidget toys

- Pencil grips
- Specifically, designed pencils
- Sensory seedling resources

Where required, SEND pupils access additional adult support to ensure they access the curriculum. This provision ensures reiteration of information, provides alternative approaches to the delivery of the curriculum content, or may where appropriate, allow SEND pupils to work in a low distraction area away from their usual working environment.

There are many ways throughout the year where the school consults with parents and pupils with SEND regarding their education. The school welcomes an open-door policy for all their families and believe that as well as formal points in the year where arrangements take place via the monitoring schedule, it is also important to remember that for some pupils and families, extra arrangements will be made dependant on current need.

Action	Who?	Frequency
Pupil portraits	Class teacher and pupil	Annually
Pupil interviews	SENDCo	Termly
Helping Hands Plans	Child, Class teacher, Parents and SENDCO	Termly
Early Help Assessments	Class teacher, Parents, SENDCo and relevant outside agencies	At various times throughout the year. Typically, every 6-8 weeks for each family
Meetings after assessments from external agencies	SENCo, parents and relevant external agencies.	As and when required throughout the year
Transition day	Pupils, class teacher	Annually in the summer term
EHC Annual reviews	Class teacher, SENDCo, Parents, child, relevant external agencies, Inclusion officer.	Annually
Stay and Play in foundation Stage	Parents and their young children.	Termly
Intervention letters	Class teachers will send letters home to invite children in for morning learning clubs.	Termly
Pupil voice	Teachers	Termly

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

For further information or to discuss any concerns, please contact Mrs Rose Bradshaw, Special Educational Needs Coordinator (SENDCo) in the first instance.
We have an up-to-date complaints policy which is available on our school website.

Our aim is to provide an open and welcoming environment where every child feels safe and happy, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.

<p>9. How the governing body involves 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 the families of such pupils</p>	<p>Our governing body regularly reviews our policies to ensure they are updated and that all children’s needs in our school are met. All curriculum policies include a section on how the curriculum in that subject area is inclusive for all children.</p> <p>The SENDCo produces a termly report to the governors to inform them on the priorities, changes, interventions and progress our SEND children have made.</p>
<p>10. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32</p>	<p>A fully comprehensive list of support services can be found on the St Helens Council website: https://new.sthelens.gov.uk/SEND</p> <p>The SENDIASS service offers parents/carers, pupils and young people information, advice and support on:</p> <ul style="list-style-type: none"> • matters relating to their disabilities, health and social care • the law in relation to SEN and disability, health and social care • gathering, understanding, and interpreting information and applying it to your situation • the take-up and management of personal budgets
<p>11. The school’s arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Our school works closely with pupils, parents and other agencies and settings to ensure a smooth and successful transition for pupils. This includes transitions where: children enter the school; children between key stages in our school; children move to a new year group in our school and children leaving our school to enter a new provision or secondary school.</p> <p>Below are some arrangements in place to support transitions:</p> <ul style="list-style-type: none"> • On entry to Nursery, parents will be invited to look around the school and meet significant staff. Children will also be invited to a stay and play before they start. The number of sessions will be dependant on what is appropriate for each pupil • Our Reception class teacher and teaching assistant carry out telephone consultations to speak to each family individually and three stay and play sessions for the cohort is organised in the summer term for the teacher to meet the children entering our school. • The SENDCo and reception class teacher will visit the child in their nursery setting if SEND has already been identified by the nursery. • Information is gathered from their nursery setting to ensure the correct provision can be planned for and put into place straight away. • Where necessary, we will support pupils moving to new settings and key stages by making opportunities available to them to attend the new setting/ classroom. • Where necessary we may develop a transition plan in partnership with parents, the pupil, the new setting and specialist staff supporting the child to ensure that they enjoy a smooth transition. • For children in Year 6, a SENDCO transition meeting takes place each summer term where information is passed to the receiving secondary school. • In house transition meetings are held in the summer term for information to be passed onto the new class teacher. A staff meeting session is given to this <p>In our school we recognise that transition planning can take place both before and after the transition. Therefore, we plan a lot before the change, but we also</p>

	consider planning transition afterwards. For example, children may be sent to their previous teacher with work they are proud of in order to keep that contact with that trusted adult.
12. . Information on where the local authority's local offer is published.	A fully comprehensive list of support services can be found on the St Helens Council website: https://new.sthelens.gov.uk/SEND