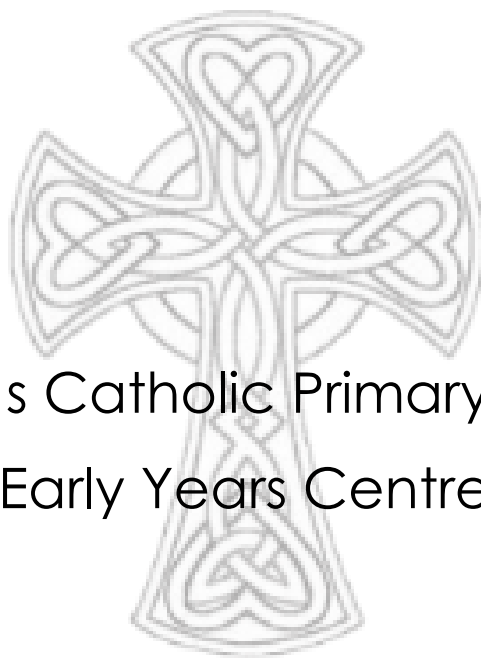


S Finbar's Catholic Primary School



St. Finbar's Catholic Primary School
& Early Years Centre

**SEND Information Report for
Parents & Carers**

2024 - 2025

Our Mission Statement

In God's love we learn and grow together

Founded upon Catholic principles of; dignity, solidarity,
the common good and peace,
we aim to inspire and celebrate each child's spiritual,
intellectual, emotional,
physical and creative growth.

In our safe and caring environment, we share strong,
positive relationships with each other as well as the local
community. Learning about each other's lives locally
and the wider world teaches us the value and unique
talents of everyone.

We will achieve our goals by enhancing pupils' self-
esteem, their self-respect, respect for others
and for all of God's creation.



We will learn and grow together



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Leaders have ensured that there are effective procedures in place to identify pupils with SEND.

Leaders carefully check that the support for this group of pupils is having a positive effect. Those pupils with additional emotional needs are supported expertly by well-trained staff.

(Ofsted, November 2021)

1. Introduction

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.



- 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.

2. Policies and procedures for identifying children with SEND and assessing their needs

The Inclusion Team at St Finbar's is:

Mrs J Conley: Headteacher, Designated Safeguarding lead & Designated Teacher for CLA, Deputy SENDCo

Miss T Williams: Deputy Headteacher, Inclusion Manager (Designated Attendance Lead, Deputy Designated Safeguarding Lead, Designated Wellbeing Lead & SENDCo)

Mr C Millington: Pastoral Officer and Medications Officer

Mrs C Flynn: Safeguarding Deputy

Mrs C Whittaker: Assessment Lead

Mrs K Makin: EYFS SEND Advocate and Safeguarding Deputy

Our procedure for assessing SEND need is:

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

- All pupils are tracked in their academic standards in English (reading and writing) and maths 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 SENDCo (Special Educational Needs & Disabilities Co-ordinator) and Assessment leader.
- Any new children joining our school are 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 SENDCo

3. 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 receive 1-1 support through high needs funding if it is deemed that this will enhance their academic progress and if eligibility criteria is met.

4. Arrangements for consulting parents of children with SEND

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' / Carers' Evenings and SEND 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 SENDCo 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 (EHCPs). The Local Authority will be invited to attend.



5. Arrangements in place for consulting children

- 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 a range of support/ intervention programmes including: Lego therapy, play therapy, ROAR, RISE 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.



- 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 discussed at meetings

6. 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* (TAC) 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.



7. Approaches for teaching children with SEND

- 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 achieved the School of Sanctuary award; demonstrating and celebrating our commitment to all aspects of inclusion for all learners.



- In order to support all children, the curriculum is delivered in a variety of ways. All lessons within school are scaffolded in order to support the needs of all children.
- Small group and/ or 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.

8. Adaptations made to the curriculum and learning environment for children with SEND

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

11. Support 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 any member of the 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.



12. Working with external agencies

Working with other agencies/ bodies includes those such as; health and social care, Local Authority Support Services and voluntary organisations in to meet the needs of children with SEND and to support 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 Parents/ carers 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.

13. 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

14. Arrangements for handling complaints

- In the first instance, parents/ carers are invited into school to discuss their concerns with the class teacher and the SENDCo 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.



15. 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 SEND 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 their child's progress, review current targets and set new targets
- Our School data is also monitored by the Governing Body, Local Authority school improvement service (SIL) and Ofsted.

16. Document Review

Ratified by: The full Governing Body of St. Finbar's Catholic Primary School

Date: Thursday 25th April, 2024

Review date: March 2025

Contact details: ☎ 0151 727 3963, and/ or ✉ finbars-rec@st-finbars.liverpool.sch.uk

Appendix 1: Current SEND data as at the most recent school census (January, 2024)

Total number of children on roll (N – Y6)	Total of children on the SEND register	Total percentage of SEND across school
185	55	29.7%

Number of EHCPs	Number of non-EHCPs
9/55 @ 16.4%	46/55 @ 83.6%

Class	E	HNTUF	SP	SLCN	SEMH	C&L
	EHCP in place (Education Health Care Plan)	High Needs Top-Up Funding and/or EHCP funding	Sensory & Physical Needs	Speech, Language & Communication Needs	Social, Emotional & Mental Health	Cognition & Learning
N	1	1	0	1	0	0
R	2	2	0	10	1	0
Y1	1	1	1	5	0	1
Y2	2	2	0	6	3	2
Y3	0	0	0	5	5	1
Y4	0	0	1	3	0	0
Y5	0	0	0	5	2	1
Y6	3	3	3	8	6	4
Total	9	9	5	43	17	9

- **Speech, Language and Communication Needs** is the greatest area of need in our school, N - Y6.
- **ECHP numbers** have increased from 1/55 @ 1.80% to 9/55 @ 16.40% in one academic year.