

## NEW SEND Information Report 2024-2025

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

<b>General School Details:</b>	
School Name:	St Basil's Catholic Primary School
School website address:	<a href="http://www.stbasilsprimary.halton.sch.uk">www.stbasilsprimary.halton.sch.uk</a>
Type of school:	Voluntary Aided Catholic School
Description of school:	This is a one form entry school with 55% of pupils accessing free school meals and 55% Pupil Premium
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	EYFS and KS1 12 place Complex Needs Resource Base (Admission to the resources bases is strictly for pupils with an EHC plan and following local authority consultation procedures)
Number on roll:	224
% of children at the school with SEND:	31%
Date of last Ofsted:	11 & 12 September 2019
Awards that the school holds:	Science Quality Mark P4C Silver Award
Accessibility information about the school:	There is disabled access to all classrooms and the school halls. Both KS1 and KS2 buildings have disabled toilets. Changing stations and shower room in both resource base classrooms
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.stbasilsprimary.halton.sch.uk/page/policies/127229">https://www.stbasilsprimary.halton.sch.uk/page/policies/127229</a>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	1x SENCO has completed the National Award in Special Educational Needs Coordination 1x SENCO is currently completing National Award in Special Educational Needs Coordination 1 x has completed Mental Health First Aid Course 1 x teacher ELKLAN 3 to 5 years 2x TA in NELI 2 x TA Talk boost 5 x TAs have completed ELKLAN training – July 2017, January 2018 & September 2023 2 x TAs have completed First Class @ Number 1 x TA has completed Success @ Arithmetic 3 x TA have completed Autism Awareness and Dealing with Violence August 2018 1 x TA completed Recognising Mental Health August 2018 2 x TA trained Stoma Care February 2024 All staff are trained in Team Teach February 2023

**School Policies/Procedures:** Add website links to each individual policy below or explain where policies can be accessed by parents/carers

SEND Policy	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/24803372">https://www.stbasilsprimary.halton.sch.uk/serve_file/24803372</a>
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Safeguarding Policy	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/29078915">https://www.stbasilsprimary.halton.sch.uk/serve_file/29078915</a>
Behaviour Policy	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/20874417">https://www.stbasilsprimary.halton.sch.uk/serve_file/20874417</a>
Equality and Diversity	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/20876316">https://www.stbasilsprimary.halton.sch.uk/serve_file/20876316</a>
Pupil Premium Information	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/22654286">https://www.stbasilsprimary.halton.sch.uk/serve_file/22654286</a>
School Complaints Policy/Procedure <b>NEW REQUIREMENT</b> Policy must specify ' <i>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</i> '.	<a href="https://www.stbasilsprimary.halton.sch.uk/serve_file/23510809">https://www.stbasilsprimary.halton.sch.uk/serve_file/23510809</a>

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.	<ul style="list-style-type: none"> <li>• When pupils have identified SEND before, they start here, we work with the people who already know them and use the information they already have available to manage the particular needs within a mainstream setting</li> <li>• If you tell us, you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. We follow the Graduated Approach carefully, ensuring the 'assess, plan do and review' stages are implemented.</li> <li>• If your child does not appear to be making the same level of progress, whether academic, social or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning. Parents and carers will be involved at all stages.</li> <li>• We are child and family centred so you will be consulted in all decision making about your child's support.</li> <li>• When we assess pupils, we discuss if specific issues and behaviours presented are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. We will write individual support plans with pupils and parents / carers, which will be reviewed regularly.</li> </ul>
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local	<ul style="list-style-type: none"> <li>• When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEND assessment team, who provide training for our staff; advise</li> </ul>

<b>Range of Provision and inclusion information:</b>	
<p>authority support services and voluntary sector organisations.</p>	<p>on strategies and programmes and will make referrals for further assessments, if we believe they support the child.</p> <ul style="list-style-type: none"> <li>• The SENCO attends half termly Group Consultations, led by two Educational Psychologists and various other agencies such as the Hearing Improvement Team (HIT) and CAMHS, where individual pupils are discussed and advice is given and strategies shared with the SENCO or school staff attending</li> <li>• Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties.</li> <li>• We can access support from local authority services and local special schools who provide outreach.</li> <li>• We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We also get support from a school nurse who produces care plans for pupils with medical needs.</li> </ul> <p>Where appropriate we hold multi-agency meetings with parents and seek the pupil's view to review the child's progress. At these meetings we consider such things as: actions to support learning, targets for achievement and agree ways to work together. A review date is always set to evaluate progress. This information is recorded to ensure accountability.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>• Specific ICT assessments where necessary</li> <li>• Specialist equipment to support the curriculum</li> <li>• Individual workspaces</li> <li>• Access to ICT resources such as iPad, laptop</li> <li>• Adaptations to furniture and medical aids</li> <li>• Prompt and reminder cards for organisation</li> </ul> <p>Symbols and visual prompts – e.g. visual timetables, PEC boards</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>• Nurture and ELSA groups, led by the Learning Mentor and TA who follow identified plans, working at targets set</li> <li>• SEND Team are regularly consulted regarding individuals - strategies and plans are shared with staff and included into individual Support Plans, which are regularly reviewed with pupils and parents/carers</li> <li>• Access to quiet/safe areas when needed</li> </ul>

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> <li>• A variety of resources, including Black Sheep resources, are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home</li> <li>• Visual timetables, 'Now and Next' cards, interactive games, social stories are some of the resources used regularly with individuals</li> </ul>
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> <li>• 5 TA's have accessed Elkan training in order to deliver the programmes to targeted pupils</li> <li>• Regular consultation with SALT (Communicate)</li> <li>• Delivery of personal speech and language programme, as specified by speech and language therapist</li> <li>• Identified support from teaching assistant within class for pre-learning vocabulary</li> <li>• Identified support from teacher/ TA for small group or individuals e.g. Elkan</li> </ul> <p>Range of language resources and programme materials</p>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>• Quality first teaching – adaptations to learning made to meet the child's needs</li> <li>• Small group support in class for guided reading / writing</li> <li>• Fluent Reading activities, including ERIC (Everyone Read in Class Together)</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Phonics hot-listing – targeted phonic support</li> <li>• Delivery of Better Reading &amp; Phonic Readers programmes by teaching assistants</li> <li>• Year 6 booster sessions carried out in preparation for SATS</li> <li>• Extra targeted guided reading sessions delivered teaching assistant</li> </ul> <p>Individually targeted daily reading with teaching assistant/ middays</p>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>• Quality first teaching – adaptations to meet the child's needs</li> <li>• Fluent Maths activities</li> <li>• Small group support in class through guided teaching</li> <li>• Small group interventions led by TA including First Class @ Number and Success @ Arithmetic</li> <li>• Year 6 booster sessions carried out in preparation for SATS</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Where appropriate, we use 1:1 support in the classroom from teacher or teaching assistant to</li> </ul>

Range of Provision and inclusion information:	
	<p>facilitate access through support or modified resources</p> <ul style="list-style-type: none"> <li>• Specialist equipment as necessary, specified by SEN Services</li> <li>• Individual support plans (educational, behaviour, pastoral)</li> <li>• School / year group provision mapping Strategies put into place as provided by professionals/ specialist services / outreach <ul style="list-style-type: none"> <li>• Adaptations booklet made for each subject</li> </ul> </li> </ul>
<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>	<p>Monitoring of pupil progress through</p> <ul style="list-style-type: none"> <li>• Target setting, assessment, monitoring and review of pupil progress</li> <li>• Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book monitoring</li> <li>• school support plan written in conjunction with parents and include the view of the child.</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child/parents, appropriate to need.</li> <li>• If provision or interventions need to be extended this will be agreed by the class teacher, SENCO and SLT. All changes will be fully discussed with both parents and where applicable children.</li> <li>• All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SLT. Through target setting and evaluations at MAP/CIN/PEP meetings</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Individual success criteria</li> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Visual prompts</li> <li>• Personal development targets</li> <li>• 'Now and Next' cards and strategies</li> <li>• Social stories</li> <li>• Adaptations made to meet individual needs</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> <li>• Lunch time Nurture groups for identified pupils</li> <li>• Where needed, we use individual support plans which specify break and lunchtime provision</li> <li>• Quiet, indoor area available at lunchtimes</li> <li>• Playtime buddy system</li> </ul> <p>Staff employed responsible for personal care for named pupils and care plans in place for medical needs</p>

<b>Range of Provision and inclusion information:</b>	
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• We offer a breakfast club and after school Link Club</li> <li>• We also run a range of after school activities for all pupils</li> <li>• Activities for targeted pupils e.g. Fit for Life, after school cookery club</li> <li>• We also run Family Breakfast, which is run daily for families to attend together and is free of charge</li> <li>• Basil Tots - weekly toddlers' group</li> <li>• Newsletter contains available clubs in the holidays</li> </ul>
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?	<ul style="list-style-type: none"> <li>• Where needed we use a named TA at lunchtimes</li> <li>• Where needed we use support plans which specify break and lunchtime provision</li> <li>• For school and residential trips, familiar adults accompany vulnerable pupils to ensure they can access all activities</li> <li>• All children are part of a School House Team and work collaboratively on specific activities</li> <li>• House Days ensure that pupils work with pupils from other classes</li> </ul>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• Where appropriate, planned support from teaching assistants</li> <li>• Meet and greet at start of day, Morning Challenge activities</li> <li>• Regular soft landings for identified children</li> <li>• Where appropriate, parental contact daily through home-school book</li> <li>• Reward systems based on pastoral targets</li> <li>• Individual support plan</li> <li>• Targeted support from trained learning mentor &amp; ELSA TA – 1:1 support and daily 'catch-up' or small group work</li> <li>• Targeted programme of activities, including ELSA, and Nurture groups</li> <li>• 1 teacher has attended Mental Health First Aid course</li> <li>• Referral to outside agencies, including MHST, UK Child Bereavement and CAMHS</li> <li>• Nurture group and lunch time group support for targeted pupils</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• Use of the school's relationship and behaviour policy and implementation of school behaviour management programme</li> <li>• Where appropriate, individual behaviour plans and then, if necessary, support plans are put in place</li> </ul>

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> <li>• ELSA and Nurture groups</li> <li>• Where appropriate, daily behaviour record</li> <li>• Meet and greet at the start and end of the day</li> <li>• Regular daily soft landings with designated adult</li> <li>• Reward systems, including brain breaks and games time</li> <li>• Support and intervention Behaviour Consultant</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time</li> </ul>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> <li>• Workshops about high school worries</li> <li>• One page profile – pupil voice</li> <li>• Additional meetings with high schools where appropriate</li> <li>• Liaise closely with the high schools via transition meetings</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources as specified by medical services</li> <li>• Delivery of planned intervention programme by skilled member of school staff.</li> <li>• Close liaison with medical staff/school nurse where required</li> <li>• Staff training for managing medical needs</li> <li>• 6 teaching assistants are first aid trained</li> <li>• 12 staff are training for de-fib machines</li> <li>• 8 members of staff have Paediatric First Aid certificates</li> <li>• 4 members of staff are trained in administering medicines</li> <li>• 2 staff have completed stoma training February 2024</li> <li>• 12 staff have completed Paediatrics First Aid training September 2024</li> <li>• 12 staff complete allergy and asthma training</li> </ul>
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"> <li>• Pupils' views are very important to us, and we listen to the pupil voice i.e.) pupil interviews, class and school forums and environment forums</li> <li>• Parent Workshops are offered in all year groups and parents are invited in to school and these may be online or face-to-face</li> <li>• Parent Consultations take place each term where parents discuss the progress of their child and questionnaires are given out.</li> </ul>

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> <li>• There are other opportunities where parents are welcome to join us, for example regular coffee mornings and class assemblies</li> <li>• Through the Halton Local Offer website, the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs.</li> <li>• School works closely with the local authorities and other outside agencies and can support families through a MAP or referral to Nurturing Parenting or Triple P Parenting course</li> <li>• Appointment of specialist staff including Pastoral and Family Support officers</li> <li>• Internal behaviour consultant to work with parents of identified children</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> <li>• Daily soft landings</li> <li>• In class support</li> <li>• Nurture lunch</li> <li>• Play therapy</li> <li>• Targeted intervention</li> <li>• ELSA group</li> </ul>
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> <li>• SENCO attends termly PEP meetings</li> <li>• SENCO consults with pupils, carers and staff prior to writing PEP plans. These are reviewed termly, and new targets set</li> <li>• Staff training in and delivering of specific intervention programmes such as Better Readers, 1:1 tuition, NELI, ELSA and Nurture programme</li> <li>• To purchase specific interventions and resources meet the needs of individuals or groups of pupils</li> <li>• iPads</li> <li>• After school clubs</li> </ul>
<b>SENCO name/contact: Kirsty Jones and Rachel Abbott</b> <a href="mailto:SEND.stbasils@haltonlearning.net">SEND.stbasils@haltonlearning.net</a>	
<b>Headteacher name/contact: Angela Sheppard</b> <a href="mailto:Sec.stbasils@haltonlearning.net">Sec.stbasils@haltonlearning.net</a>	
<b>ANNUAL REVIEW 2024-2025</b> <b>Completed by: Kirsty Jones</b>	
<b>Date: 24<sup>th</sup> September 2024</b>	