



St Andrew's CE Primary School
SEN School Information Report
July 2024

'St. Andrew's School seeks to be one in which high educational standards are developed from a firm Christian basis and which fosters sound Christian understanding and values and ideals'

In particular, we aim to :

- *enable all our pupils to develop their full potential and to grow in understanding and in the acquisition of skills, attitudes and values;*
- *provide an environment in which the importance of good relationships is seen and can encourage the pupils in their own understanding and relationships;*
 - *show concern for the welfare of all who work in the school;*
- *strengthen the links between school, church, home and the wider community.*

Our school seeks to achieve these aims by organising the curriculum in such a way that it is relevant to the needs of our children.

There is also involvement of the school in the work and worship of St. Andrew's Church.

Growing in faith, hope and love.

1 Corinthians 13:13

SEND Key Information	
SENDCo	Simon Charnock From January 2025 - Zoe Horden-Ashton
Link Governor for SEND	Lyndsey Howarth
Contact Telephone	01204 332606
Contact Email	send@standrewsoh.bolton.sch.uk
Number of Children on Roll	208
Number of Children on SEN Register	28
% of Children on SEN Register	13.5%
Number of Children with an EHCP	4
% of Children with an EHCP	6%
Attendance of pupils with SEND	94.4%

Fixed term or permanent exclusions for any pupils including those with SEND in 2023/24	0
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Principles

At St Andrew's we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mr Simon Charnock (SENCO) to discuss your concerns using the contact details above.

At St. Andrew's we ensure that teaching and learning opportunities meet the needs of all our SEND pupils.

- We ensure that teaching and learning opportunities meet the needs of all of the SEND pupils
- In making provision for pupils with SEND, we recognise that needs vary and we have to adapt our practices to ensure all pupils are supported accordingly; including pupils who are meeting or exceeding their year group expectations.
- We understand that we have a legal and moral obligation to ensure that all of our pupils with EHCPs are eligible for the best possible provision for them to reach their true potential.

What kinds of SEN do we provide for?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and Interaction:
- Cognition and Learning:
- Social, Emotional and Mental Health:
- Sensory and/or Physical Needs:

What policies are in place to support children with SEND?

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENCO's who will be happy to discuss it further.

The following policies are available for viewing on the website:

- SEND Policy
- Pupil Premium Policy
- Behaviour & Discipline Policy
- Anti-bullying Policy
- Health and Safety Policy
- Equality Policy and Equality Accessibility Plan

- Parental Involvement Policy
- Safeguarding Policy
- The School's Local Offer and Bolton Local Offer

How are arrangements made to consult with parents?

St Andrew's has a strong commitment to work closely with parents/carers and has an open door policy to ensure information is always accessible to parents and staff. School values the contribution of information from parents/carers and consults them at many opportunities throughout the academic year. In addition to parents' evenings, where the progress and attainment of pupils is discussed, termly personalised support plans ISP's will be reviewed 3 times a year and shared with parents. Some children on the SEN list may have a one page profile in place of an ISP as appropriate.

Parents are able to ask questions and find out information through various means:

- Initial support from the teacher, where an 'initial concerns' form will be completed.
- Liaison with the SENCO
- Information is on the school website showing links to school and support services.
- Access to support from the Head teacher.
- Meetings with the Pastoral Team with a designated email pastoral@standrewsoh.bolton.sch.uk are on offer support where necessary.
- Pre transition meetings to ensure smooth entry to school.
- Home visits for reception children and children new to the school if needed.
- Open door policy for parents to approach school

How are the children's voices heard in the process?

Pupils are consulted and their views are sought throughout their educational journey whilst at St. Andrew's. We ensure that all pupils are asked about their own strengths and areas for development.

They are;

- Involved in termly personal support plans (ISP's) and we share with them the progress that they have made.
- Our pupils with EHCPs also have a One Page Profile. Pupils & Parents contribute to these as part of their structured conversation.
- Pupils complete questionnaires about their learning and school.
- Pupils are actively encouraged to contribute their views throughout their educational journey.
- Pupils take part in regular pupil voice activities.
- Every child has 3 x 20 minute 1:1 assertive mentoring meetings with their class teacher. One each term to discuss the progress they have made and discuss and set new targets how they can meet these successfully.

How does school assess and review the progress of pupils with SEND?

Children with SEND are assessed alongside their peers using our annual assessment calendar. Children are formally assessed three times a year; at the start of the academic year as a baseline and to identify any gaps in learning or misconceptions and plan any

interventions; mid-way through the academic year to assess progress and to check the progress being made so far; in the final term to check progress across the year and to inform strategic planning in terms of the next academic year.

We ensure that SEND pupils are closely assessed through monitoring of classroom practise by the SENCO and Senior Leadership Team. Assessment of children is ongoing with more formal assessments being undertaken at specific periods during the academic year as outlined above.

Outcomes are discussed with the Headteacher and the SENCO during Pupil Progress meetings at the end of each term.

During intervention sessions pupils' progress is monitored and followed up by constant liaison with the class teacher. Teachers are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact.

Progress is secured by:

- Quality first teaching by class teachers who plan lessons to meet group and individual needs. Effective provision management which monitors the support put in place (human and material resources)
- Quality Teaching Assistant Support the allocation of which is reviewed regularly
- Appropriate use of successful interventions
- Availability of quality resources and budget for these resources (human and material)
- Monitoring of school provision and progress by Governors

Children with an EHCP all have an Annual Review on the anniversary of their EHCP being finalised in accordance with the SEN Code of Practice.

DEPLOYMENT OF STAFF AND RESOURCES

The children in receipt of an EHCP are supported by individual teaching assistant support. The remaining children who have SEN are targeted for individual and small group interventions as appropriate. This year, teachers and teaching assistants have been involved in a range of intervention programmes including:

- Precision Teaching
- Individual Speech & Language intervention programmes
- Custom made programmes in school
- Occupational Therapy programmes
- Ladywood Outreach Involvement

BUDGET ALLOCATION

The school funds the first £6000 of any child's provision. Any further funding may only be available for those

pupils with high levels of need. This will be reviewed after two terms. If more support is required, the school funds a further £4000 for a child's provision. If further support is required, the school will seek advice from EXTERNAL AGENCIES* and begin the process of applying for further funding and support in an EHCP

All funding devolved to the school is used to fund:

- Suitably qualified adult support
- Quality resources
- Educational Psychologists and Consultants
- D/SENCo management time

*EXTERNAL AGENCIES

This year, the school has worked in partnership with many external agencies including:

- Educational Psychologist
- Hearing Impairment Service
- Occupational Therapists
- Speech and Language Therapist
- Social Services
- Behaviour Support Service
- Community Nurses
- Consultant Community Paediatricians

STAFF DEVELOPMENT

Teaching staff are highly skilled and continue to enhance their professional development through:

- In- House Training in staff meetings
- TA involvement from Ladywood Outreach to enable school staff to deliver EYBIC to individual children.
- TA involvement/observation from Speech and Language Therapists to enable them to deliver appropriate programmes
- CPD for the SENDCo

High school

Transition to high school for pupils with D/SEN is carefully considered including:

- Staff supporting parents and pupils on school visits
- Additional visits to high school setting
- Close liaison with high school staff over learning needs
- High school staff working with children in this setting
- In addition school is undertaking additional Transition Support from Ladywood Outreach this year in order to ensure smooth transition for Year 6 children.

TRANSITION BETWEEN YEAR GROUPS

When children with D/SEN begin school discussions with feeder nurseries and parents are arranged to ensure children's needs are understood and catered for when the child starts school in September. When a child

moves into a new year group their needs are discussed during a transition meeting between the current class teacher and receiving class teacher and parents. These meetings take place in June or when appropriate.

Careful consideration is given to the suitability of the children with SEN's Happy Helper as they move into Key Stage 2.

Report written by: Mr Simon Charnock (Head Teacher and acting SENDCo)

Report approved by: Governors Dec 2024

Report to be reviewed : July 2025