

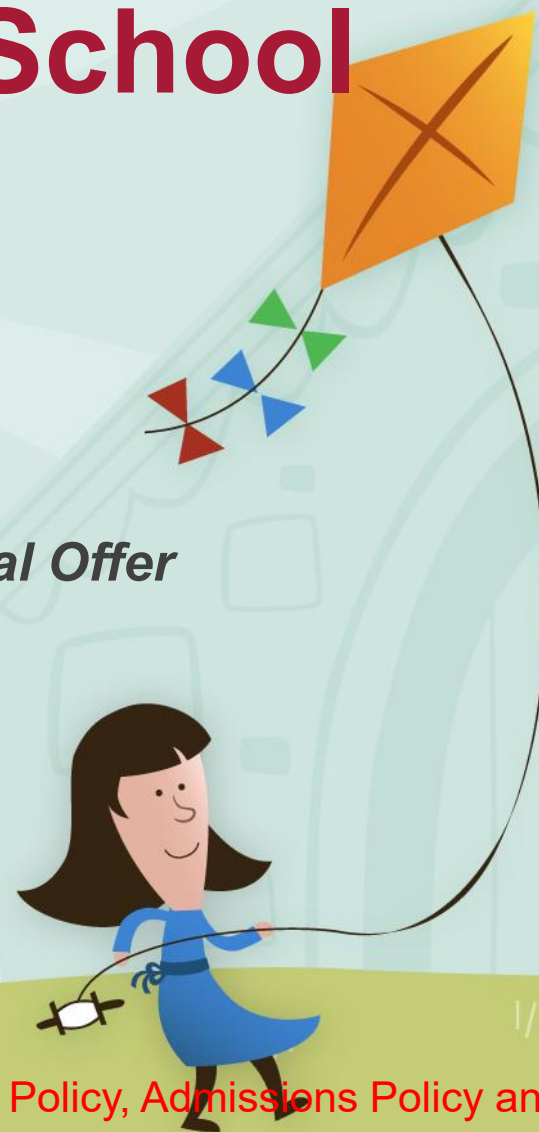


St. Sebastian's R.C. Primary School

SEND Information Report

2025 - 2026

*This report should be read alongside our SEND Policy and Local Offer
which can also be found on the website.*



Further information linked to this document may be found in **our Accessibility, Disability and Equality Policy, Admissions Policy and Accessibility Plan also** on the school website. The Local Offer in Salford (LOIS) can be found at: www.salford.gov.uk/localoffer.htm

Key Contacts

In the first instance, if you have any concerns that your child might have a special educational need or is finding learning difficult, you should contact the class teacher.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is **Jannine Platt**. The role of the SEND Coordinator involves ensuring that the quality of teaching and provision for pupils with SEND is in place and efficiently managed.

Our SEND Governor is **Zoe Ogden**.

To contact any of the above, please email the school office by phone on 0161 921 1625 or by email: stsebastians.rcprimaryschool@salford.gov.uk



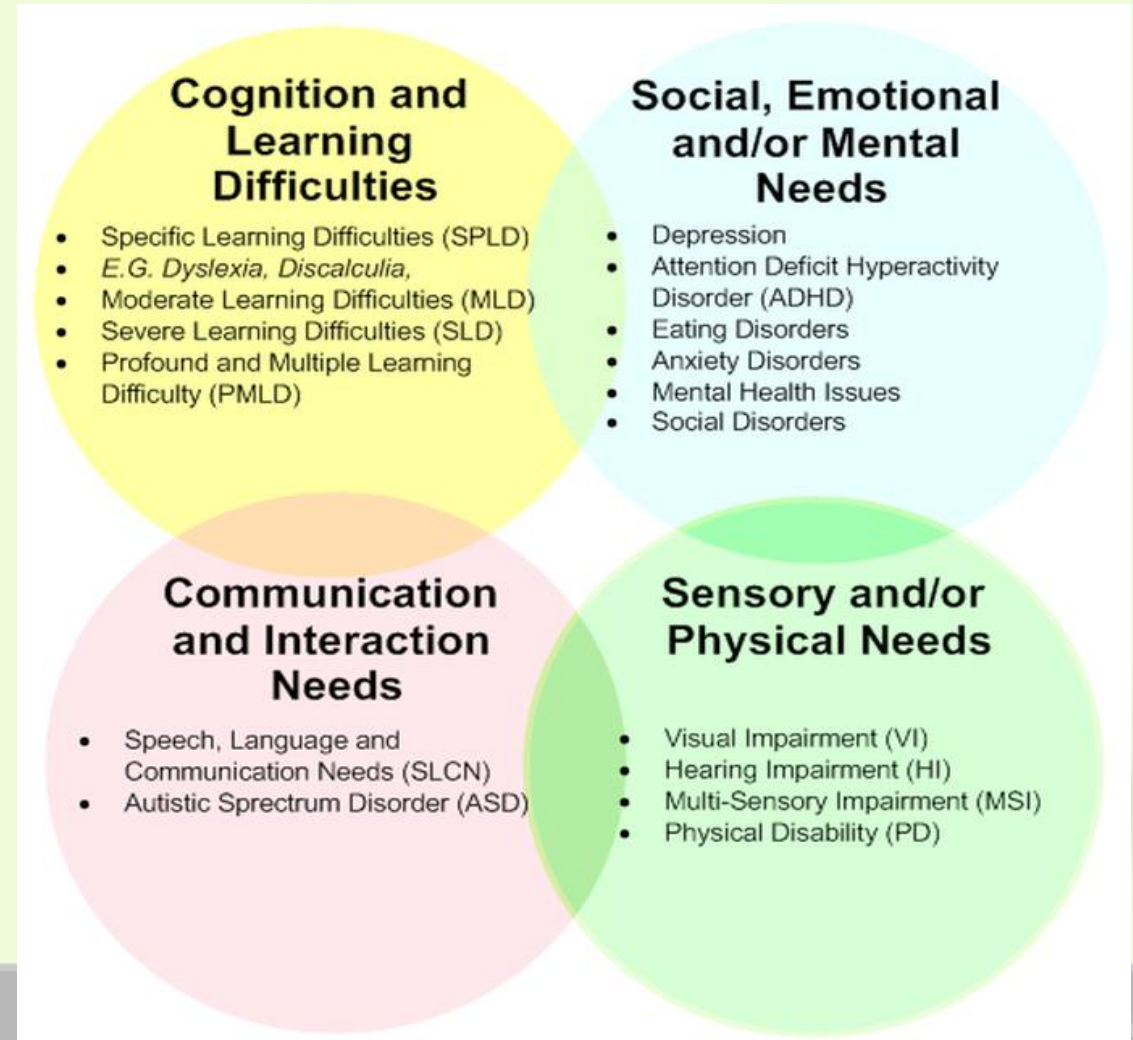
The special educational needs we make provision for at our school

St. Sebastian's R.C. Primary School is an inclusive school open to all. We recognise that some children face barriers to attendance, participation and achievement.

We make all possible adjustments as needed and within the constraints of the building to enable the admission of all pupils, including those with a physical need.



We cater for the 4 broad areas of:



Our building



At present, the ground floor of the building, including toilets, hall and dining facilities are fully accessible to everyone, including those who use mobility aids.

We also have:

- 2 adequate teaching spaces for small groups or split class teaching.
- a sensory room located on the first floor, providing a quiet and safe space for those with sensory, emotional or behavioural needs.
- a Place2Be room for one to one or small group sessions.
- a small communication friendly nurture space in our Early Years department.



The location of year group classrooms may be rearranged to accommodate those pupils with mobility disabilities as the building is on two floors.



Our provision is underpinned by:

Quality first teaching

Our staff adapt to children's diverse learning needs and set suitable learning challenges.

A Family Liaison Officer

who works closely with parents and offers support to promote the maximum development of all our children, fostering mutual respect and positive attitudes to learning.



Pupil centred support

We have:

- 12 teaching assistants (3 ELKLAN trained),
- 1 Higher level teaching assistant, an additional teacher boosting attainment in KS2.
- 2 certified Mental Health Leads.

Support is

- in class at the point of learning
- via suitable adaptations.
- via individual/group intervention programmes.
- delivering personalised timetables for those with complex needs .

Support from outside agencies including

- Educational Psychology Service,
- Learning Support Service, Primary Inclusion team,
- EMTAS (Ethnic Minority and Traveller Achievement Service),
- Two Speech and Language Therapists on site once a half term screening pupils, reviewing and providing targeted recommendations,
- Place2Be's PIPT parenting programmes.

A Place2be Mental Health Practitioner

who supports individuals and groups of children using various therapies as well as liaising with their families.



How we identify and assess pupils with SEND

Children's educational progress and well-being are monitored closely by staff. Daily observations of pupils, targeted questioning and pupil workbooks are used to measure learning, inform future teaching and identify any additional needs. Formal assessment tasks/tests take place termly to check children's performance against national standards and track their rate of progress over time. For those pupils who are not working within the national curriculum, a set of criteria aligning with the engagement model is used to track smaller steps of developmental progress in the areas of *exploration, realization, anticipation, persistence and initiation*. If pupils are making less than expected progress, then initial concerns are raised with the SENDCo, next steps discussed and progress over a given period is carefully monitored. More specific diagnostic assessments may be completed by the teacher, SENDCo or LA professional.



All Nursery pupils are screen tested on entry and at intervals using the WELLCOMM speech and language resource. A baseline assessment is completed on entry to Reception.



All pupils will have undergone an eyesight and hearing check completed by the NHS by the end of Year One.



Other diagnostic tools are used such as Ravens Cognitive Function Tool, GL Dyslexia, Hebden Wyatt EYFS Developmental Stages, Renfrew Speech and Language Tool, SDQ Strengths and Difficulties questionnaires, Boxall profiles and various local authority checklists.



Other agencies, such as medical professionals or previous schools may raise our awareness of a child's special educational need or disability.

How we approach behaviour concerns

If a child's behaviour is causing concern, we will consider whether the behaviour is a result of other underlying difficulties, such as language, communication or social difficulties. If there appears to be none, then we would:

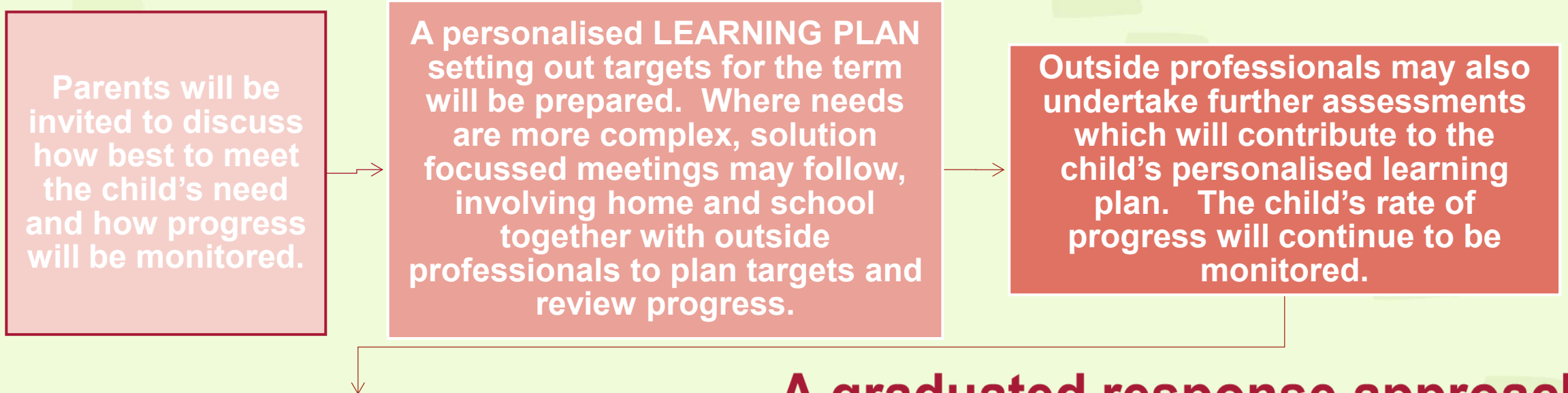
1. Speak to the child's parent about anything that might have happened at home.
2. Gather information from staff about types of incidents occurring, time of day, in which lessons, etc. and analyse this information to see if there are any patterns.
3. Carry out timed observations in class/on playground/dinner hall and record formally using an ABC chart the way the child is behaving, taking account of who else is involved and any environmental factors.
4. Analyse the observations and put appropriate interventions and a Behaviour Management Plan in place.
5. If there are no improvements after a set period, then we will seek advice from external professionals (as with any special educational need).

ABC (Antecedent, Behaviour, Consequence) Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence
When the behaviour occurred.	What activity was taking place when the behaviour occurred.	What happened before the behaviour occurred which may have been a trigger.	What the behaviour looked like.	What happened after the behaviour or as a result of the behaviour?



What happens once we have identified a need



A graduated response approach

For pupils who are making insufficient progress or who have significant difficulties and complex needs, then an Education, Health and Care Plan (an EHCP) may be requested from the LA SEND Team.

This is a statutory document setting out objectives, strategies, resources and additional provision required for the child to make progress.

Looked after/cared for children may follow the same process should there be concerns around SEND.

However, for looked after children, a PEP (Personal Education Plan) is automatically drawn up by the school and social worker, setting out targets and next steps.

What support provision looks like

Children on the SEND register are divided into 2 categories: SEND Support (Band A, B or C) or EHCP. Support will be planned according to individual need and which Band children fall into.

- High quality teaching in the classroom for all.
- Adaptive teaching strategies and learning tasks.

Band A

- Additional class support for learning.
- Personalised strategies/ intervention programmes to accelerate progress.

Band B

- Specific targeted support to maximise learning often drawing upon external advice.

Band C

- Tailored curriculum to maximise inclusive learning
- Personalised timetable to deliver targets from an EHCP.

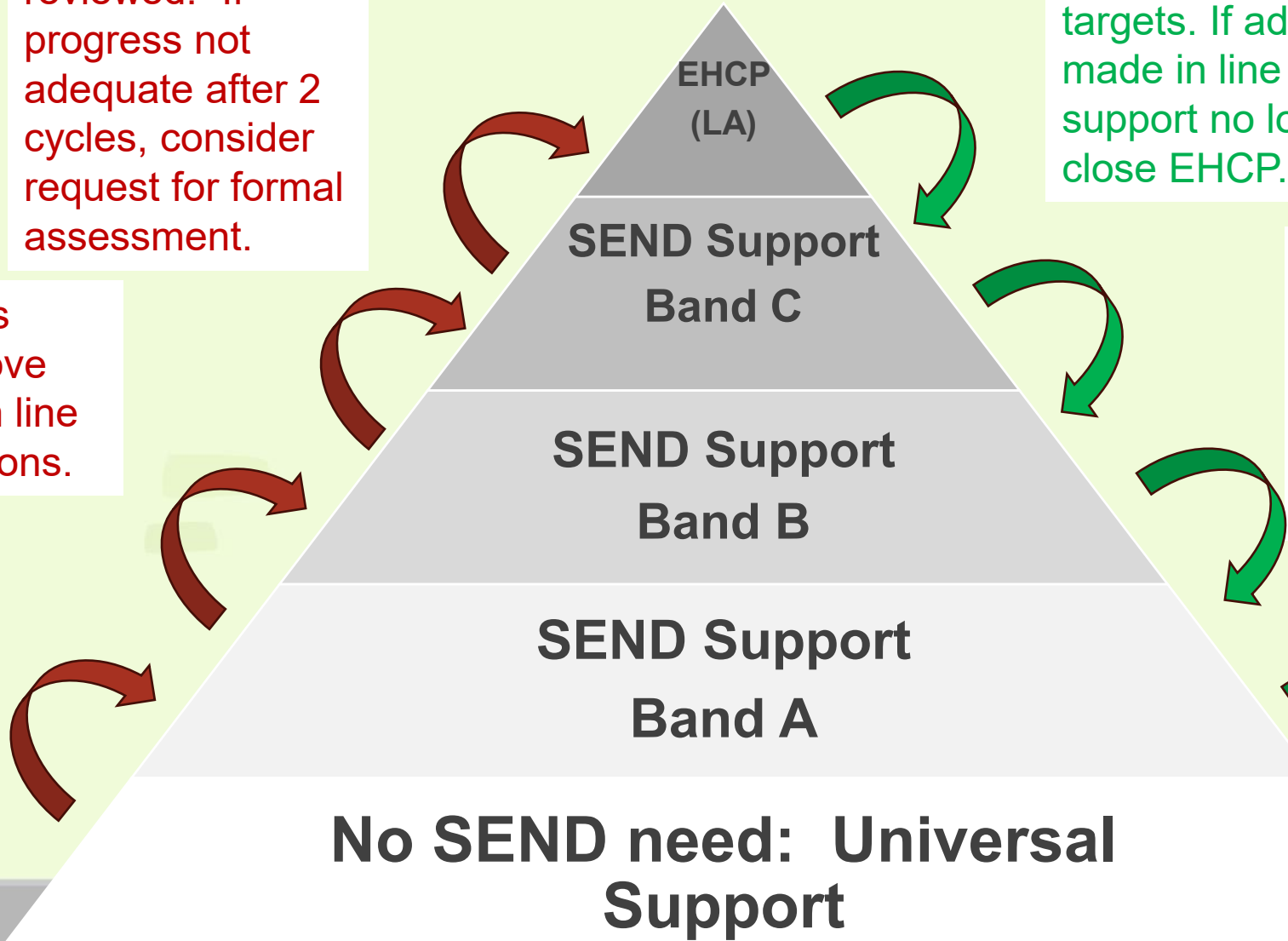
EHCP

How support provision is monitored

Pupil progress reviewed. If progress not adequate after 2 cycles, consider request for formal assessment.

Pupil progress reviewed. Move bands if not in line with expectations.

Pupil progress reviewed. If not in line with expectations and need identified move onto register within appropriate Band.



Progress reviewed against EHCP targets. If adequate progress is made in line with expectations and support no longer required, LA may close EHCP.

If progress made and specific intervention no longer required, reconsider support type needed or move off SEND register.

If sufficient progress made and support no longer required, move off SEND register.

Our teaching approach

High quality teaching is our first response. Our Nursery and Reception classes deliver the WELLCOMM early language intervention programme promoting language as early as possible alongside the SHREC (Share attention, Respond, Expand and Converse) approach which permeates all lessons. This reduces the number of children requiring support further up the school and enables specialist therapists to focus on those with the most complex speech and language needs.

We plan

- suitable learning challenges within each child's reach to ensure they achieve and make progress,
- how to overcome potential barriers by making adaptations and providing suitable scaffolds,
- support for communication, language and literacy,
- lessons involving real, practical and sensory experiences,
- suitable intervention which matches needs and boosts progress,
- personalised timetables as required.

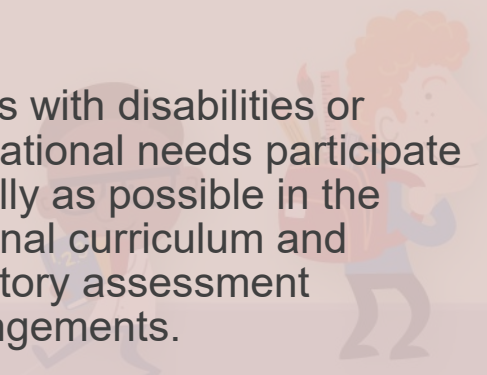


We carefully consider

- inclusivity with mixed ability Kagan groupings,
- pupil's diverse needs including physical needs,
- ways to motivate and promote concentration,
- behaviour strategies to promote full (and safe) participation,
- ways to support pupils' trauma, emotions and anxieties,
- time allocation to complete tasks,
- reasonable adjustments when specific difficulties are presented.
- staff deployment

We ensure

- a carefully structured sequence of learning supporting metacognition and independence,
- a communication and sensory friendly learning environment,
- equal opportunities for all,
- pupils with disabilities or educational needs participate as fully as possible in the national curriculum and statutory assessment arrangements.



How we adapt the curriculum and learning environment

Tools for communication:
For non verbal learners
(pictures/objects for communication).

Alternative methods of recording (using ICT, talking tins..).

Pupil seating at mixed ability tables enabling learning alongside peers.

We adapt our approaches to support the learner whilst promoting INDEPENDENCE.

We consider

Lesson modification according to need, e.g.:
varying content delivery, pace, setting tasks within concentration limits, allowing movement breaks, frequent revision of skills, preteaching new topics...

Quiet working stations
Use of wall space (not over-stimulating) to support learning and celebrate success.
Visual timetables/now and next boards.
Emotion and behaviour charts.

Lunchtime activities to support pupils during unstructured times.
Meet and Greet adults aiding transition times.

Supporting resources
sensory boxes,
photos/visual/practical aids (e.g. coloured overlays) to reinforce learning, memory joggers, task plans, mind maps, mood/emotion regulation cards..

Additional targeted support programmes we offer

Specific targeted speech and language

Socially speaking/Time to Talk programmes

EYFS attention and listening, sharing and turn taking

Intensive Interactions

Racing to English

Colourful Semantics building sentence construction

Lego Therapy

Think Good Feel Good

Reducing the Anxiety/Anger Gremlin

Gardening

Journalling experiences through drawing

Rainbows/Sunbeams

Journey of Hope

Super skills for Life

Fasttrack and Freshstart Phonics

Tailored one to one reading intervention

Mastering Number and pre teach maths sessions

Precision Spelling

Booster Maths and English

Working memory

Attention Autism

Sensory exploration in the nurture room

Fine or gross motor movement block of sessions

Sensory circuits



The 'Assess, Plan, Do, Review' cycle

This is how we assess and review the progress of our pupils with SEND.



Termly reviews

Termly 'Assess, Plan, Do and Review' meetings take place with staff and parents to review learning plans, provision, evidence of progress and any emerging needs.

Relevant outside professionals may also be invited to contribute to the meeting.

Formal person-centred reviews for children with Education, Health and Care Plans

If a child has an EHCP, parents, relevant professionals, pupils and staff will meet annually to review targets set on the Plan.

A record of the review will be submitted to the LA SEND Team along with views of all involved and additional reports from professionals. For those under 5 years of age, this review takes place every 6 months.

Home/school communication

Parents are invited to come into school to speak to the class teacher, SENDCO or Headteacher at any time during the school year to discuss their child's progress or well-being.



How we evaluate the effectiveness of our support provision for pupils with additional needs

Learning walks and book reviews take place throughout each term.

Staff evaluate **Learning Plans** termly.

Entry/exit criteria from intervention programmes are used to measure progress termly.

Pupil Progress meetings are held to analyse termly attainment and progress, identify barriers to achievement and set appropriate provision.

Specific **developmental charts and profiles** are maintained to track performance in targeted areas.

Analysis is completed of how well pupils with SEND perform in comparison to peers and how effective the intervention is based on **progress evidence**.

Parent/pupil voice/views are shared at reviews and parent meetings as well as via surveys.

Effectiveness of provision is evaluated using the school's own map of provision. We engage with the local authority SEND Leader and School Improvement Partner to maintain accountability and findings are shared with stakeholders, including governors.



How we involve children with SEND in their education

My teacher listens to my views, creates and reviews my personal learning plan with me. All staff can see my plan so that they know how to support me.

I am asked for my opinions before a review and/or am invited to a review with my parents.

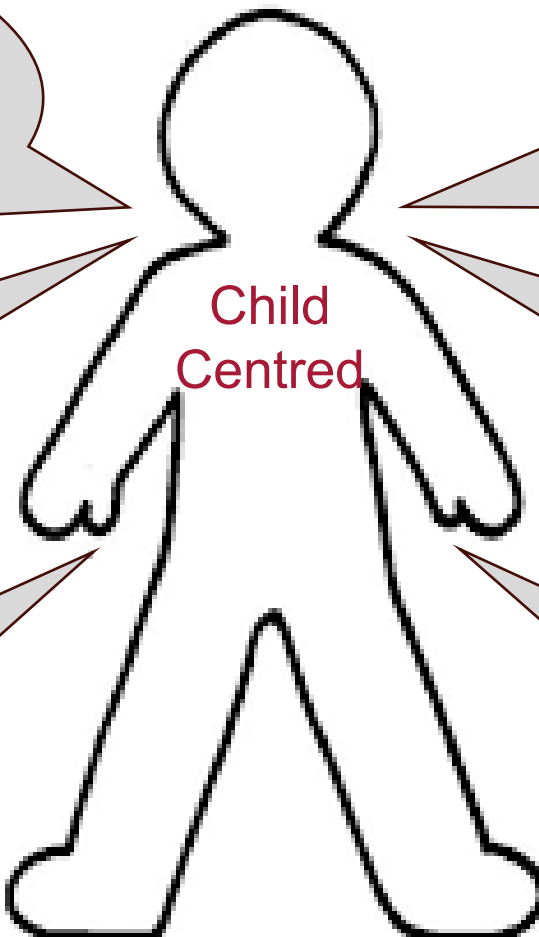
I can talk to any adult in school if I am worried about my learning.

I can speak to a member of the School Council who meet weekly to express my views or I might be elected as the class representative.

If someone from outside of school comes to work with me, they always ask what I need to help me to learn.

I take part in Pupil Voice meetings and complete pupil surveys to share my views for Mrs Doyle and the staff to consider.

Child
Centred



How we involve parents



Views and feedback from parents are sought in meetings, questionnaires and surveys. We are committed to maintaining a supportive dialogue to ensure the best outcomes for each child.

Parents can also contact Salford Information and Support Service (SIASS) **0161 778 0349** for additional support.

We involve parents in a variety of ways, including

- 'Meet the Teacher' sessions in the new autumn term.
- class workshops seeing learning in practice.
- having an 'open door' policy.
- online via Tapestry in Early Years and Year One.
- phone calls home or appointments made through the office – formal/informal.
- a Family Liaison Officer to communicate with and support children and families to thrive together.
- twice yearly parents' evenings.
- professionals' consultations and workshops modelling good practice.
- progress reviews of learning plans termly and formal annual reviews of Education, Health and Care Plans.
- parent invitations to assemblies and celebrations.
- rewards/stickers recognising achievements.





How we support mental health



Aswell as being a member of the Safeguarding Team, our FLO (Family Liaison Officer), Miss Coffey delivers various interventions to individual children and small groups to support their social, emotional and mental health.

She offers support to both pupils and families and has accessed training on a number of programmes, including Rainbows and The Incredible Years parenting programme. Miss Coffey is available to speak at the playground entrance every day or by appointment.

We also have a Place2Be professional mental health practitioner, Miss Helen Stansfield Boys working on site providing targeted support for individual children, aswell as small group intervention delivering the Journey of Hope programme.

Children can book a short appointment with Helen as and when they need to talk about any problems or worries they may have – this is known as a Place2Talk session.

Helen also liaises with parents, supporting and providing advice.

Anna Wignall, our Place2Be practitioner, is also available by arrangement to support parents.

Our PSHE curriculum also promotes pupils' wellbeing.



How we support our pupils socially and emotionally

All staff work hard to build positive relationships with the children, built on trust and empathy striving to unpick the nature of behaviour and what it communicates. Some staff have been trained to deliver Rainbows to those who may have suffered separation, bereavement or loss. Support for pupils varies according to the individual and his/her age. Often, subtle or frequent proximity to an adult whilst working or having an adult to check in with regularly reduces anxiety and stress for many pupils. Our sensory room offers a place to withdraw from the busy classroom and our **school dog, Bertie**, is a wonderful nurturing addition to our staff team. Our older pupils also take on pastoral roles and our younger children respond very well to them. We have a Mission Team, a School Council, a Head boy and girl.

All staff foster confidence in our pupils to communicate any incidents of bullying, cyberbullying, homophobic and transgender bullying, etc.

We take every opportunity throughout the curriculum to promote understanding of all manner of safeguarding issues and how to respond to them.

We are aware that the internet can support our pupils with SEND but may also leave them vulnerable. We have a robust filtering and monitoring system in school as well as some older pupils who can advise and support children as needed.

Our pupils are taught where to seek and how to ask for support in a confidential manner.



Our Safeguarding Lead: **Mrs Doyle** (Headteacher)

Deputy Safeguarding Leads: **Miss Platt, Miss Coffey**



How we support children at transition points

Class to Class

- Transition days to the new class will take place in the summer term for pupils to meet their teacher.
- A transition plan will be arranged for additional visits for those children who may need more time to get accustomed to a new environment and routine in the new year group.
- Transition meetings between class teachers also takes place in the summer term.

Nursery and Reception

- Parents of pupils entering the Nursery and Reception classes will be invited to Stay and Play sessions to support their child's adjustment to the new environment and routine. Home or pre school setting visits are also arranged.



The SENDCo, Headteacher or relevant member of staff will communicate with the previous school when children with additional needs transfer into our setting.

Year 6 to Year 7

- Parents can seek support from SIASS when selecting which high school their child will attend.
- Communication takes place in the summer term between the SENDCo, Year 6 teacher and relevant high school staff. A meeting may take place between parents and primary/high school SENCos to discuss effective provision for the child. A profile of the child will be shared with the high school.
- High school staff are invited to EHCP annual reviews in Year 5 and Year 6.
- Transition is carefully planned with pre-visits to the selected high school arranged in Y6.
- Additional workshops in school are delivered to Y6 to support this period before transition.



Additional activities we offer beyond the curriculum

We have breakfast, lunchtime and after school activities available to **all** our children. The Breakfast Club eases the transition from home to school and is run daily as is the after-school Homework Club.

Other activities/ clubs in school: Mission Team, School Council and daily after school sporting activities, including Tai Chi.

Annual residential trips take place for all Year Five and Year Six pupils. Reasonable adjustments are always made to accommodate children with a specific requirement, in accordance with the 'reasonable adjustment' duty.

We liaise closely with All Hallow's R.C. High School who offer transition activities for all pupils in Years 4, 5 and 6.



Our equipment and facilities

As part of our duty to make reasonable adjustments, we specifically target our designated budget to acquiring both human and material resources to meet specific pupil needs.

This is monitored regularly and discussed at review meetings with other professionals, ensuring 'best value' for our pupils.

We collaborate with relevant professionals, such as the Salford Paediatric Therapy Team, when specialised equipment is necessary.



Staff training and expertise in SEND

We are committed to extending the training of all staff and have a rolling programme of continuous professional development, linked to our School Development Plan. We review staff training plans in relation to the ever-changing needs of the pupils in our care. The current SENDCo accesses frequent training within the LA, has been in the role for a number of years and is also the Deputy Headteacher. The LA SEND Lead works closely with the SENDCo.

All staff are trained to administer basic first aid including administering Epi-pens, dealing with epileptic seizures, supporting the management of diabetes and asthma. We have 4 Paediatric First Aiders. Other relevant training completed includes:

- Kagan cooperative learning
- Colourful Semantics
- Total Communication strategies
- Intensive Interactions
- Adaptive teaching and types of scaffolding
- Teaching pupils with EAL
- Read, Write, Inc phonics
- Better Reading (TA) and Ready, Let's Read (TA)
- Reading and Maths Recovery (SENDSCO)
- Attention Autism (TA)
- Relational Approaches to Behaviour and Emotion Coaching
- Maintaining Calm Classrooms
- Mental Health Champions and Mental Health First Aid
- Rainbows
- Lego Therapy
- Team Teach
- Setting SMART targets



How our governing board involve other bodies in meeting the needs of pupils with SEND and in supporting their families

Termly updates are presented to governors. The Link Governor meets with the SENDCo.

Governors ensure the SENDCo implements her role and referrals are made to appropriate services after staff have sought parental consent (or carer in the case of a looked after child).

Services include: Educational Psychology, Speech and Language, Place2Be, CAMHS, Occupational Therapy, Consultant Community Paediatrician, NHS Nurse/Health Professionals, Learning Support Team and Education Welfare Officer, Virtual School and Looked After Children Team, Children's Services/Bridge Team.

School works closely with the Educational Psychologist. Once a decision has been made to refer and involve our EP, the EP will carry out a classroom/playground observation and/or a 1-1 assessment. A translator will be arranged for non-English speakers as necessary. Consultations with parents will take place to gather information, set targets, plan support strategies and review progress over time.

A referral onto Salford's Neurodevelopmental Assessment Pathway provides a multi-agency professional assessment of a child's neurodevelopmental needs and how they impact on day-to-day functioning both at home and in school.

A family assessment, completed with parents may be necessary to build a full picture of need for both the child and the family. This can be useful to identify other agencies within Children's' Services, who can provide skilled support for the entire family outside of school, thus benefitting the child.

Parents are responsible for taking their child to clinic appointments.

An Education Health Care Plan helps to provide a more holistic approach to supporting children with complex needs and their families.

Emotional Barriers to School Attendance



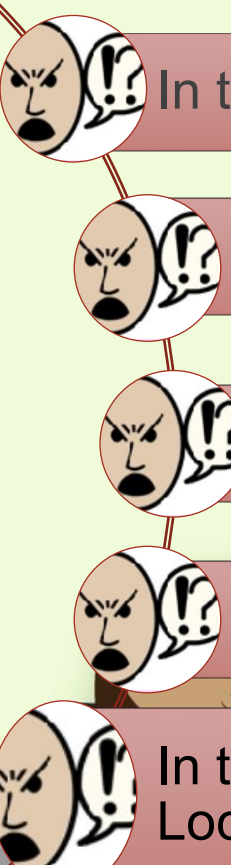
We work in partnership with the Education Welfare Service to support children to attend school and access a full education.

<https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/emotional-barriers-to-school-attendance-ebsa/>



How we treat complaints from parents of pupils with SEND concerning the school's provision

We aim to deal with any complaints face-to-face to hopefully resolve any issues as quickly as possible. Should a parent of a child with SEND wish to complain about the provision made at St. Sebastian's, they should follow our school's complaints procedure which can be found on our website.

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- In the first instance, please speak with the class teacher.
 - If the matter remains unresolved, contact the SENDCO (Miss Platt).
 - If there is still no resolution, contact, the Headteacher (Mrs Doyle).
 - If the matter is still not resolved, please put the complaint in writing to the Chair of Governors (Mrs Zoe Ogden),
 - In the unlikely event that the matter is still not resolved, you may wish to take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

Support service contact details, including those for arrangements made in accordance with clause 32

SIASS Parent Partnership Unity House, Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0349 0161 778 0343	Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410	Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671 0161 607 1676
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House, Salford Civic Centre Chorley Road Swinton M27 5AW	0161 793 3275	Educational Psychology Service Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0476	Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535
Occupational Therapy and Physiotherapy	0161 607 1448	Speech and Language Therapy Service www.speakupsalford.nhs.uk	0161 212 4037 0161 212 4015 0161 212 4020		

Support services for pupils with SEND when transferring between phases of education.

Each transition phase is carefully planned to minimise anxiety, become familiar with new staff, environments and class organisation. If a longer, more structured transition is necessary, then the following contact details may be needed:

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
Key Stage 2	Key Stage 3	LSS	0161 607 1671
		All Hallow's R.C. High School	0161 736 4117
For any child with a disability not already known to Social Services who may need a service from them to help support transition at any stage, a referral may be made to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535



Where is the local authority's local offer published?

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm

