



Inclusion Manager: Mrs Katie Bushell
Dedicated Inclusion/SEND Time: 2.5 days per week
Inclusion/Intervention Lead
Governor: Mrs Mary Jackson
Inclusion Quality Mark Award achieved on 14.05.2024
Centre of Excellence Status – September 2024

Local offer contribution: See school website www.sthughsprimary.co.uk/ and Local Offer

Our Approach as a school

High quality first teaching and additional interventions are defined through our person-centered planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the graduated approach cycle of:

All teachers are responsible for every child in their care, including those with special educational needs (SEND policy).



Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents / guardians. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

(SEND policy)

Having consulted with children, young people and their parents, all our additional provision (internal and external) is based on agreed outcomes approach and these are discussed with the professional that offers the support to your child/young person and hold both our internal / external providers.



St Hugh's Catholic Primary School
Special Educational Needs and Disabilities (SEND)
Information Report 2024-25

SEND Needs

Children and young people with SEND are generally thought of in the following four broad areas of need and support:

Area of Need	Wave 1 (all pupils where appropriate)	Wave 2 (Catch-up and monitoring)	Wave 3 (SEND & specialised support)
Communication and interaction	PHSE sessions, adapted curriculum, planning activities, flexible grouping, delivery and outcome using graded language, visual timetables, use of pictorial labels / symbols, structured school and class routines	Personalised/visual timetables, increased visual aids, SAL internal support including WellComm intervention, Nurture groups, Social support groups, Time to Talk and Socially Speaking	SENISS – Early years, SALT – outreach, EP, Purple Circles – Paula Griffith, Alder Hey services, Higher Needs funding 1 to 1, Additional transitional planning EHAT/EHCP, MAST, OSSME
Cognition and Learning	language rich environment, adapted planning, open ended questions used to stimulate conversation, visual aids, working walls Displays, interactive whiteboards	Adapted resources, Additional small group support Interventions: Read, Write Inc 1 to 1, Nessy Beanstalk, sensory circuits	Personalised learning plan advised by outreach services EP, SENISS, Dyslexia Support – Karen Smith-Thomas, Additional transitional planning. EHAT/EHCP
Social, Emotional and Mental Health	Whole-school behaviour policy, Roar, PHSE and Class / whole-school assemblies, Celebration of the Word, School council, pupil leadership, access to sensory resources throughout day	MHST, Mental Health Lead, Visual timetables, Nurture groups, social support groups. Staff plan activities and opportunities to support specific areas of need relevant to cohort, Higher level of small group support, Learning Mentor, sensory circuits	Seedlings, Personalised behaviour plan advised by relevant outreach CAMHs outreach, Community Welfare Officer, Nurse, EP, Schools Family Support Service, PSS Seedlings, Additional transitional planning. EHAT/EHCP
Sensory and / or physical needs	Flexible room arrangements, Staff training when need within cohort, access to sensory resources throughout day	Coordination and movement focused activities Physical Education x 2 weekly Fine / gross motor skill activities, sensory circuits	Personalised support plan to facilitate full access to curriculum Adaption of learning materials / environment Liverpool CAAT Team – specialist equipment OT, Physiotherapy Additional transitional planning, EHAT/EHCP

As of December 24: 31 x children SEND support (15.1%), 4 x children EHCP (1.9%), 3 x children HN funding (1.5%)

We have internal processes for monitoring the quality of provision and assessment of need. These include pupil progress meetings with teachers, learning walks, intervention progress meetings, provision mapping (whole-school and individual), regular consultation with parents reviewing progress.

Working with Parents/Carers

Involving parents/carers and learners in the dialogue, is central to our approach and we do this through:

Action / Event	Who's involved	Frequency
EHAT / EHCP Pupil Reviews	Parents/carers, inclusion manager, pupils, teachers, LSAs, outreach	Termly
SEND Support	Parents/carers, LSAs, teachers, Inclusion manager	Termly
Parent/carer Consultation – Local Offer	Parents/carers, Inclusion Manager	Annually
Parent SEND training	Inclusion Manager / Welfare / Parents/carers / outreach services	Needs basis

Staff Development and Qualifications with regard to SEND

SEND

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of Person	Area of expertise / Trained Interventions Leads	Course / qualification
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Inclusion Manager	SEND Coordination EHAT, SALT, WellComm, Sensory Processing	National SENCo Award
Head of School	Dyslexia Trained SEND Coordination	Post graduate diploma in Advanced Education (Dyslexia, AMBDA)
Pastoral Lead	Pastoral support, Theraplay, Time to Talk / Socially Speaking	ELSA training / participation in SAFE project
LSAs	WellComm	WELLCOMM training
LSAs	Nessy - spelling	Nessy training
LSAs	1 to 1 Read Write Inc Intervention	Read Write Inc training
LSAs	Success@Numeracy	Success@Numeracy training