



# SEND Information Report

**November 2023**

'Belong Believe Achieve'

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Dedicated SEND time: Thursday

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This report covers the following areas:

1. Our Approach as a school
2. SEND Needs and Provision
3. Parents / Carers
4. Staff Development and Qualifications
5. Engagement
6. Transition and External Partnerships
7. Staff Deployment
8. Finance
9. Complaints
10. COVID Implications

## 1. Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred 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 in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about high quality first teaching and the application of an adjusted, adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL of our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classroom, pastoral care and support arrangements. Class teachers are responsible for enabling all children in our classes to make progress and fulfil their potential. To achieve this, we plan appropriate experiences and activities for our children. We ensure that

we provide high quality first teaching to all children, including providing support to those children who need it. We adjust and adapt the curriculum and resources appropriately and monitor individual progress. We identify children who are struggling or need to be stretched and adjust our lessons accordingly. We use the graduated approach of assess, plan, do and review to provide for all children's individual needs. We use an outcomes-based approach so we can evaluate and be accountable for the progress of the children in our classes. We have internal processes for monitoring quality of provision and assessment of need. These include book trawls, learning walks, lesson observations and data analysis.

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 December 2023).

### **Assess**

We have a rigorous assessment procedure to assess and track all children's progress. If a child's progress is causing concern, the teacher will discuss this at a pupil progress meeting with the Head teacher. The teacher will also talk to the SENDCo. A parent/carer or any other adult working with a child in school can also raise a concern. In the first instance, the class teacher will talk to the SENDCo, and collate evidence and relevant information. Following consultation with the child (if appropriate), parents and staff, the SENDCo may decide to record the child on the SEND list. The school may request support from outside specialists if necessary and available.

### **Plan**

Following observations and rigorous assessment: parents, staff, the child (if appropriate) and possibly outside agencies will contribute to a decision about how to help the child to make progress. The class teacher will record this course of action on the child's SEND one-page profile as Intent (what do we want the child to learn / make progress with). This might include adjusted / adapted work in class, participation in an intervention, some individual/small group work with a teacher or TA, adjusted / adapted resources, adaptations to the learning environment or teaching styles or a combination of these. Children will be assessed and monitored using PIVATs where appropriate.

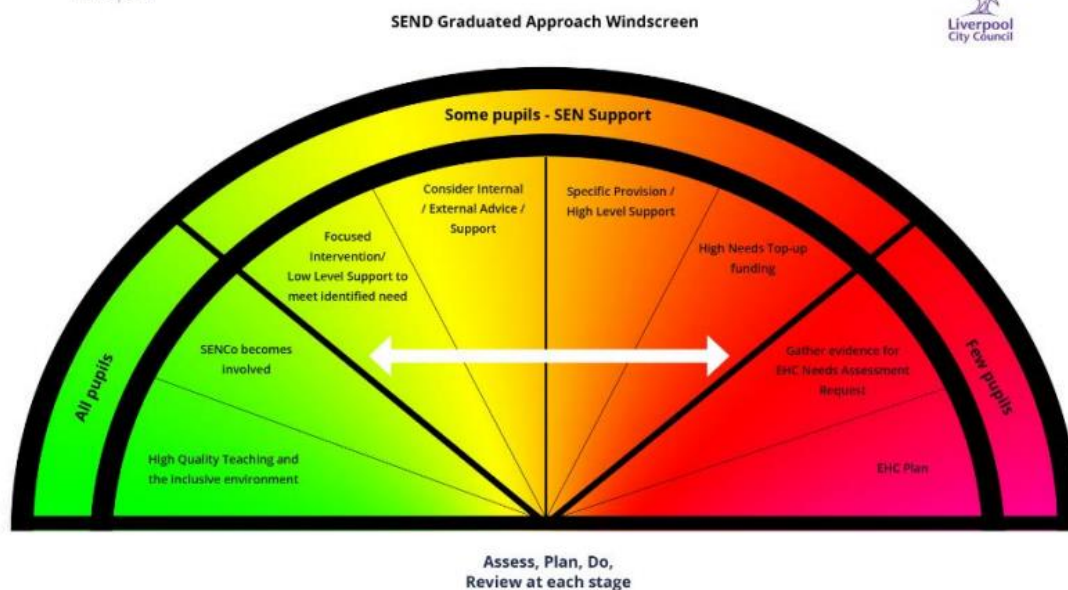
### **Do**

School will carry out the agreed personalised provision over a specified period of time. The child's teacher will monitor this provision and make adjustments to it as necessary. The class teacher will record this course of action on the child's SEND one-page profile as Implementation (how will the intended learning be carried out).

### **Review**

We review provision and progress for all children at least once a term. Children with SEND are included in this process; however, we may review children with SEND more often than this and certainly at the end of an intervention and/or at the end of a half term. This helps us to measure the impact of the intervention on the child's progress and to identify next steps. This will be done by school staff, parents, the child (if

appropriate) and outside agencies, if they are involved in the assessment or provision for the child. The class teacher will record this course of action on the child's one-page profile as Impact.



### Specific Aims:

**2022-23: SENDCo will analyse PIVATs data for progress and achievement of targets set for 2022-23 academic year via a spreadsheet.** Appropriate spreadsheet still being developed as various versions were trialled and were not appropriate.

**2023-24: SENDCo to provide support to staff following sharp increase in number of EHCPs (Sept '22 = 4, Sept '23 = 8)**

### 2. SEND Needs and Provision

The SEND Code of Practice (June 2014) specifies four Broad Areas of Need and this includes more specific needs. Provision for these needs is that which is **additional to** or **different from** that which is generally available for most children in the school. The four areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We currently have 43 children on our SEND list, 35 children (81.4% of SEND list) are at SEND Support, 8 children (18.6% of SEND list) have an Education & Health Care plan (EHCP). An additional 2 children are currently going through the EHCP request assessment process. 3 children have received a 'no to assess' for an EHCP, 1 of these received an additional 'no to assess' after the parent appealed and another child's parent is currently appealing.

As a school, we currently have 27.7% of our school cohort (up from 27% last year) identified as having special educational needs or disabilities (SEND), compared to the National figure of 17.3%. 5.2% of children on role (8 children) have an Education, Health and Care Plan compared to the National figure of 4.3%. Two additional pupils are currently in the process of requesting a Statutory Assessment by the Local Authority.

22.6% of children on role (35 children) are identified at SEND Support compared to the National figure of 13% and the Local figure for Liverpool of 19.9% (comparison figures from January 2023).

21 children (48.8%) of those listed on the register are identified as having SEND linked to Communication and Interaction (including speech and language difficulties and difficulties with social interaction). This is a reduction from 23 children (53.5%) last year.

9 children (20.9%) of those listed on the register are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc). This is the same data as last year, but some changes in the actual children.

13 children (30.2%) of those listed on the register are identified as having SEND linked to Social, Emotional and Mental Health Difficulties (including children awaiting ADHD and/or ASD Assessments). This is a rise from 11 children (25.6%) last year.

We have no children in school identified as having SEND linked to Sensory and Physical Needs (including disabilities such as those affecting sight and mobility). This is the same as last year.

Our current Reception Class 2023 cohort has the highest percentage and number of SEND with 41.7% (10/24 children). 1 of these children already has an ASD diagnosis, 7 children are awaiting a Community Paediatrics assessment and 2 are involved with Speech and Language Services.

### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to (expressive difficulties), understanding what is being said to them (receptive difficulties) or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people on the Autistic Spectrum are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **Provision**

- Tasks adapted to the level of the individual child
- Small group or one to one support when appropriate
- Relevant and specific interventions
- Access to additional specialist support and/or learning mentor as required
- Social Stories
- Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables, privacy boards
- Speech and Language programmes provided by a Speech Therapist
- Talking Partners Intervention groups
- Social skill training and groups e.g. Time to Talk, Socially Speaking
- Advice and support from Addvanced Solutions, SaLT, SENISS, Willy Russell Centre
- Lego Therapy KS1/2

## **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adjustments and adaptations. Learning difficulties cover a wide range of needs including:

- Moderate Learning Difficulties (MLD),
- Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
- Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Provision**

- High Quality first teaching
- Tasks adjusted and adapted to the level of the individual child
- Small group or one to one support, when appropriate
- Individual targets where appropriate – recorded on One-Page Profile and reviewed termly
- Access to additional specialist support as required e.g. SENISS, EP
- Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, coloured overlays, sensory equipment
- 1:1 or 1:2 specialist programmes for children with high needs
- Example of interventions: Toe by toe, Power of One, Nessy reading & spelling, Reading Intervention

## **3. Social, Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Attachment Disorder or Pathological Demand Avoidance. We recognise the importance of positive mental health and the impact this has upon learning.

### **Provision**

- Safe Space
- Small group or one-to-one support
- Adaptations to the environment where necessary e.g. work station, individual visuals
- One-page profile
- ROAR Approach to mental health
- Behaviour Therapy Support
- Time to Talk
- Friendship Group
- Socially Speaking Intervention
- Lego Therapy
- ADHD foundation, Advanced Solutions
- Drawing Therapy
- Bereavement Therapy
- Social Stories
- Referrals to CAMHS, YPAS, Seedlings, MHST for counselling

#### **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

##### Provision

- High Quality first teaching
- Tasks adapted to the level of the individual child
- Small group or one-to-one support when appropriate
- Adaptations to the environment where necessary
- Access to additional specialist support as required e.g. Sensory Team, Physiotherapists, Education Psychologist, Occupational Therapy
- Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, tangle toys, overlays, ear defenders, weighted blanket
- Stair lift

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

In addition, we can access specialist support for children and parents from:

- Education Psychology Service
- School Nurse & Health Visitor
- CAMHS (Child and Adolescent Mental Health Services)
- YPAS (Young Person's Advisory Service)
- Seedlings (Emotional Therapy)
- Mental Health Support Team
- Alder Hey (Physiotherapy, Occupational Therapy, Community Paediatrics, Neurodevelopmental Assessment Service)
- Speech and Language Therapy / Dysfluency Service / CAAT Team (Communication, Augmentative, Assistive, Technology)
- ADHD Foundation
- ADDvanced Solutions (ASD and ADHD)
- The Isabella Trust (ASD & Sensory Processing)
- Therapeutic Support - for children with social or emotional difficulties
- SENISS (Special Educational Needs and Inclusion Support Service)
- EMTAS (Ethnic Minority & Traveller Achievement Service)
- Family Support Services
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

This support is either accessed through a direct referral from school or through SEND Consortium (a partnership between schools to improve practice and provision for children with SEND). GPs can also make referrals if there are concerns.

We have internal processes for monitoring quality of provision and assessment of need. These include data analysis, book scrutiny, regular monitoring cycle, leadership meetings, pupil progress meetings, observations of TAs delivering interventions, classroom observations and interviews with children receiving support.

### **3. Parents/Carers**

We aim to include and consult parents/carers of children with SEND in the decision-making around their child's education. All parents are encouraged to be involved but for parents of children with SEND, we feel their contribution is crucial.

- Parents are invited to meet with their child's teacher, SENDCo and outside agencies whenever necessary.
- Parents are involved in the assess, plan, do, review cycle and parents' contributions are valued at all stages. One-page profiles are created and shared with parents termly.
- Discussions between the class teacher and the parent take place termly, or whenever required.
- Parents are asked to engage with EHATs if early intervention is a tool that can help their child to make greater progress. There are regular review meetings (at least every 12 weeks) to identify progress and discuss next steps in this process. School works closely with parents to provide the best learning opportunities for their child.
- Applications for high needs funding and EHCPs are made in consultation with parents when it is deemed appropriate.
- Reviews of EHCPs are held annually with the parent and any relevant professionals.
- Parents are encouraged to attend transition meetings with previous or receiving schools to ensure smooth transition.

### **4. Staff Development and Qualifications**

Our staff is trained in a variety of special needs, for example, Dyslexia, ASD, phonics and various medical needs. Further training is provided by the LA and specialist services as required. The SENDCo attends regular training and professional development from the LA on a variety of issues around SEND.

Training has included:

- Safeguarding training for all staff
- ASD for all teaching staff and TAs
- Training for all teaching staff in using PIVATs 5 to track the progress of children working outside of Year Group Expectations
- GDPR Compliance
- Termly Consortia Meetings
- MYA ROAR-Response to Mental Health in Schools for all teaching staff

### **5. Engagement**

We are an inclusive school and were re-awarded the Inclusion Quality Mark in July 2022. We strive to ensure that children with SEND are able to engage in activities that are available to children who do not have SEND. We make reasonable adjustments, if needed, for children with SEND to take part in school trips, including residential visits. Parents are consulted to ensure that all of the child's needs are provided for. Children with SEND can, if they wish, take part in any of the extra-curricular activities available in school. Extra resources and/or staffing are deployed if necessary. Children with SEND are able to represent our school in sporting events and hold positions of responsibility within school.

## **6. Transition and External Partnerships**

When a child transfers from another setting to ours, staff will consult transfer documents and inform the SENDCo if applicable. There are strong links between our school and some of our local secondary schools. We have an established process for ensuring that children with SEND make a smooth transition to their secondary school. The children attend the July transition day and extra visits / summer schools can be arranged, if necessary. The children meet key staff and complete transition booklets. The SENDCo meets with SENDCos from local secondary schools at the LA Transition Event to ensure that relevant information and records are passed on. In July 2023, we supported 7 children to successfully transition to their next phase in education at a variety of secondary schools. All Year 6 transition information was transferred via forms, emails, telephone conversations and / or face to face meetings.

## **7. Staff Deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. TAs are responsible, under the guidance of the teacher, for leading interventions. Bespoke programmes are in place to help these children make accelerated progress. TAs have copies of one-page profiles and are an integral part of the review process.

## **8. Finance**

The school SEND budget has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise. This is reviewed annually by the Senior Management Team.

Our notional SEND budget was deployed in the following ways:

- Support staff (additional to quality first provision)
- Additional teaching resources
- Staff Continuous Professional Development (CPD)
- Time for the SENDCo to carry out role, meet with parents and other relevant professionals
- Weekly ½ day support from YPAS (Seedlings)
- Educational Psychologist sessions

## **9. Complaints**

If you are unhappy or concerned about the provision your child is receiving in school, you can contact your child's teacher or the SENDCo. Many concerns can be resolved by simple clarification or discussion. However, if you are still unhappy, you can contact the Head teacher and refer to the School Complaints Policy.

## **10. COVID Implications (Sept 2022 – July 2023)**

- Government catch-up funding was utilised to target individuals whose progress was particularly impacted during COVID restrictions and school closures.

## **Glossary**

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
EHAT	Early Help Assessment Tool
EHCP	Education and Health Care Plan
LA	Local Authority
MYA	Merseyside Youth Association
PIVATS	Performance Indicators for Value Added Target Setting



SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
SLCN	Speech, Language & Communication Needs
SMT	Senior Management Team
TA	Teaching Assistant