



SEN Information Report

November 2019



SENCO: Mrs G Potts

SEN Governor: Mr J Atkinson

Contact: 0151 525 0843

Dedicated SEN time: 0.6 (Monday, Tuesday and Thursday)

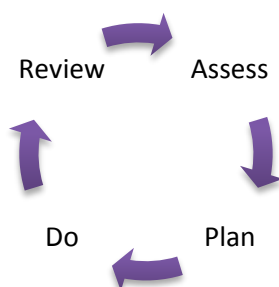
Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

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 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.

Assess: In the 'assess' stage of the graduated approach, teachers gain a growing understanding of a pupil's needs. This enables effective planning and teaching, determining appropriate provision and informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

The following points are considered in order to adequately identify appropriate outcomes for the child:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

If required, the following points are also considered:

- Standardised tests.
- Profiling tools, for example for behaviour and speech, language and communication needs.
- Criterion-referenced assessments and checklists.
- Observation schedules and prompt sheets.
- Questionnaires for parents.
- Questionnaires for pupils.
- Screening assessments, for example for dyslexia.
- Specialist assessments, for example from a Speech and Language Therapist or an Educational Psychologist.

Plan: In the 'plan' stage of the graduated approach, teachers gain a growing understanding of what teaching approaches work best for the child.

For pupils requiring SEN support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

The *first step* in responding to pupils who have, or may have, an SEN is high-quality teaching.

When planning provision for the child, the teacher will consider the following points:

- What you know from the individualised assessments you have undertaken, about the pupil's strengths, areas of need, barriers to and gaps in learning
- The views of the pupil and their parents/carers
- What changes or adaptations to day-to-day class/subject teaching this new information indicates that they need to make.

Do: In the 'do' stage of the graduated approach, teachers work closely with teaching assistants or other specialist staff to plan and assess the impact of targeted interventions. This planning and review time is planned for explicitly and takes place regularly.

Teachers and teaching assistant's reflect on where pupils are in their learning, where they are going and how best to enable them to get there.

Review: The 'review' stage of the graduated approach is planned for and is crucial to providing a formal opportunity to evaluate the success of day-to-day teaching and targeted provision on pupils' progress and development.

The teacher will consider the following points:

- Has the pupil/ is the pupil on track to meet the expected end of term/year National Curriculum/P-level targets – are they achieving this target independently and consistently? Evidence of progress and attainment e.g. observations, assessed work, scrutinising of work and tests, where appropriate.
- Is there any improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- Has the child achieved the agreed outcomes?
- What is the evidence from day-to-day intervention tracking?

- Are the skills acquired through targeted support transferred back into class work?
- How have the pupil and parents responded to targeted provision?
- What are the views of support staff, parents and the pupil?
- How will the outcomes of this review feed back into the analysis of pupils' needs?
- What changes to support, provision and targets are needed?

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

SEND Needs:

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

1. Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Examples of provision provided at Gwladys Street CP & N School include: Social Stories, Social Communication Groups, access to 'Calm Central' and specialist speech and language support delivered by our in-house Speech and Language Therapist.

2. Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

Examples of provision provided at Gwladys Street CP & N School include: Indirect Dyslexia Learning intervention programme, outcome driven teacher and teaching assistant led intervention, use of buff coloured paper/ books/ use of visuals and visual timetables.

3. Social, emotional and mental health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Examples of provision provided at Gwladys Street CP & N School include: Loss and bereavement sessions, Learning Mentor support, access to Calm Central to develop social skills and an understanding of emotions, Lego therapy sessions and access to the 'Seedling' programme through YPAS. There is also some 1:1 support in class when required.

4. Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

Examples of provision provided at Gwladys Street CP & N School include: Springwood Heath Outreach Support and annual visual and hearing assessment reports to inform amendments to the delivery of the curriculum.

(Reference: SEND Policy 2019)

As of 30th November 2019, we have 105 children out of 391 children on roll, receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, book scrutiny, Teaching Assistant and Class Teacher review meetings, staff meetings with a SEND focus, CPD opportunities for all staff, 'O'Track assessment and data analysis.

Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parent's Evenings	Parent/Carer, Child and Class Teacher (Learning Mentor and Headteacher available if required).	Twice per year
Review Meetings	Parent/Carer, Class Teacher and SENDCo and Learning Mentor (if required).	When required
Mathematics and English child and parent sessions to promote learning together	Parents/Carers, Child and all relevant staff i.e. Mathematics /English Coordinator, Teachers, Teaching Assistants, Senior Leadership Team.	Several times per year
Early Help Assessment Team and Education, Health and Care plan meetings	Parent/Carer, Child (when appropriate), Learning Mentor, SENDCo, professionals involved.	EHAT - Termly Review EHC - Annual Reviews

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification
Mrs G Potts	SEND	Bsc Hons (QTS) Maths attended a range of courses to support children with SEND
Mrs L Jackson	SEND and ICT	BA Hons (QTS) ICT Post Graduate Certificate in Special Educational Needs and Disability
Mrs A M Berry	English and SEND	Post Graduate Certificates Report of Enquiry SpLD
Mrs L Haslehurst	SEND	Previously employed by SENISS – Dyslexia support

This year, we have put in additional training into Quality First Teaching, including Mathematics and English advisory teachers planning with and supporting staff, as well as monitoring the quality of Mathematics and English being delivered within our setting. In addition to this, all staff have taken part in Safeguarding training, positive handling training, Numicon training, monitoring Mathematics and English with other schools and boroughs and some staff have received moving and handling training to support the needs of pupils with physical disabilities. Furthermore, our SENDCO attends the School Improvement SEN Briefing in March and November.

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.

At Gwladys Street, we purchase services for our learners with English as an Additional Language. We have an E.A.L. specialist teacher who also provides support for staff and sessions for the parents/carers of our learners, who also have English as an Additional Language. The 1:1 sessions delivered will be targeted and needs-led, with clear assessment identifying gaps and targeting those gaps to improve outcomes.

Additional to this, we also purchase services for our learners with Speech and Language (Communication and Interaction) difficulties. Our Speech and Language Therapist (SALT) works predominantly with our learners but has provided support for our staff, parents and carers. Again, the 1:1 sessions delivered are targeted and needs-led, with clear assessment identifying gaps and targeting those gaps to improve outcomes. The SALT also promotes additional sessions of 'Lego Therapy' based on developing communication and groups of children working together as a team to complete a given challenge.

At Gwladys Street, we also have a large number of Learning Support Assistants (LSA's), as well as one teacher, who delivers quality interventions to plug gaps and raise standards for our underperforming, pupil premium and learners at SEN Support. Our intervention teachers currently target Mathematics in KS2. Our LSA.s' are directed by the Class Teacher when delivering interventions additional to or different from learners who are not at SEN Support – carefully targeting the child's primary area of need and removing barriers to learning so that they achieve the outcomes outlined within their 'One Page Profile', which identifies any areas that need to be focused on to improve.

Finance

The SEN Budget for this academic year has so far been spent on:

- Moving and handling training
- English as an Additional Language Specialist Teacher
- Speech and Language Therapist
- Therapy sessions with ADHD Foundation therapist
- Renewal fee for Indirect Dyslexia Learning intervention (IDL)
- Lucid Lass Dyslexia screener.
- Access to Educational Psychologist using the Gold package.
- Access to YPAS Seedling program
- Access to SENISS for early intervention

A full list of our external partners who we work with can be found in our contribution to the Local Offer.

We believe this has benefited our children and their families by improving outcomes for learners at SEN Support.

School External Partnerships and Transition Plans

External Partnerships

Each term the SENDCO attends one consortia meeting – this consists of a range of SENDCO's, Head teachers and other professionals from schools in the Liverpool North 3 district.

During these meetings, concerns are raised over individual children and we discuss the correct action to be taken as well as booking Educational Psychology appointments and possible Family Support Service referrals. It is also the opportunity to discuss changes, assessments and adaptations to ensure all SEND children are catered for. There are occasions when outside agencies attend and promote their services.

From time to time, we invite in a specific agency if we need to clarify what their support entails. These meetings are excellent for sharing best practice and identifying group training needs. We also work in partnership and some services are allocated across the Consortia to ensure all participants of the Consortia are able to access external agencies that are beneficial.

Transition Plans

When receiving admissions into our primary setting we obtain all of the relevant information required from their previous schools as well as providing a guided tour of the school for the families. If the child requires support for a special educational need then the SENDCO will meet with the child and parent/carer prior to their start date to ensure that support is in place upon their arrival ensuring a smooth transition.

Most secondary schools have taster days throughout the year and some offer summer school events to allow the pupils to get used to the school before the term starts. In some cases, especially where a child has ASD, it may be necessary to have extra transition support and the

pupil may have a series of individual visits to get used to the school and staff without a lot of other children present. This is arranged by the SENDCO and there are opportunities for parents to arrange a meeting to discuss any concerns they may have in regards to provision at the new school.

Within school, we make careful plans for our pupils with special educational needs when they move from one key stage to another. Staff liaise before the move and make sure that everything is in place to meet the pupil's needs. There are set times to visit new classrooms and meet new teachers. Each year, the pupils requiring additional support during this transition will create an E-Book using the i-Pad's, taking photographs of staff and key areas to familiarise themselves with their new surroundings. Along with this is a booklet produced with photographs of teachers and teaching assistants for the parents to use over the summer holidays to ensure their child is familiar with the staff and the environment, on entering school in September.

The SENDCO attends the Local Authority's transition event in June, where she can meet with the SENDCOs of the secondary schools that our children with SEN are transferring to. Relevant information about each child and their needs is passed on.

Complaints

Our complaints procedure can be found within our SEND Policy.

This year we have 0 number of formal complaints regarding SEND.

What has and has not worked this year

What has worked well this year:

- Progress of our learners with a diagnosis of ASD (or are on the ASD Pathway) in relation to social, emotional and communication difficulties.
- Access to Calm Central to develop social, emotional well being
- Continuing to develop Parent/ carer links and support when identifying the child's needs and removing the barriers to learning.
- Continued positive links with outreach agencies, working with staff, learners and parents/carers to improve pupil outcomes.
- Pastoral care provided by our learning mentors.
- Creating strong parent partnerships with our parent's/carers. This has been in the introduction of a SEND parent afternoon for parents to discuss their child with the teacher. These aim to be increased this academic year to one each term.
- Creating access to additional outside agencies for support, we have had several coffee mornings to develop links with The Isabella Trust, Autism in Motion, ASD Team and the ADHD Foundation.
- We have also accessed some therapy through our Consortia, including the ADHD Foundation and OSSME.
- Dissemination of SEND information updates/changes to Code of Practice to all staff.
- Pupils identified as SEN Support participating in extra- curricular activities.
- Introduction of One Page Profiles to identify specific needs, this has proven to be popular with parents, following on from parents evening comments.

What has not worked well this year:

- Some SEND Plans need to have more specific SMART outcomes.
- More detailed assessments for children with SEND.
- Evidence of SEND achievements and progress recorded.
- Some issues with spelling and reading

We intend to address this through:

- To embed the use of One Page Profiles (OPP) as a replacement for SEND Plans. The SENDCO will monitor the OPP's throughout the year, ensuring that they all consist of S.M.A.R.T. outcomes and are recorded in a way which is fully evidenced thereby raising standards and enhancing transparency.
- To buy in some cognitive assessment materials, as recommended by other SENDCO's and the School Improvement Liverpool. Applying these assessments, to enable us to inform parents and teachers of the next steps, ensuring progress and any barriers to learning are identified and resolved.
- Continuing to develop an ongoing bank of evidence in the SEND target books to demonstrate to Parents/ Carers the ways in which their child's needs are being met and that progress is continually being achieved.
- To embed the application of the computer programme, 'Indirect Dyslexia Learning' across Key stage 2 and also in Year 2. We have invested in this programme to enhance and improve both reading and spelling. It gives a baseline, and then continually shows progress throughout the year.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- lesson observations
- learning walks
- evaluation of data
- pupils and parent feedback
- collaboration and how this impacts on development
- improved evidencing of the graduated approach and provision over time
- reviewing the delivery of SEND intervention across the setting and its impact

Relevant school policies underpinning this SEN Information Report include:

- Special Educational Needs and Disability Policy 2016
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Safeguarding Policy
- Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: December 2019