**SEN Information Report**

**October 2021**

**SENCO**: Mr B Jones

**Contact**: 0151 525 0843

SENCO has dedicated management time.

**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, 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: Comic Strip Conversations, Social Stories, access to ‘Calm Central’ for social communication opportunities, specialist speech and language support delivered by our in-house Speech and Language Therapist and working with NHS Speech and Language Services. We have recently begun using Speech and Language Link to assess pupils and identify their next steps, as well as intervention require. In addition, we seek support from, and signpost our families to, outreach services such as ADDvanced Solutions, the Isabella Trust and more.

1. **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, Lucid Lass dyslexia screener with detailed report, SENISS outreach, Educational Psychology support, outcome driven teacher and teaching assistant led intervention, use of buff coloured paper/ books/ use of visuals and visual timetables.

1. **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: regular, daily mindfulness sessions in class, breathing exercises, support to recognise and regulate emotions, 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.

1. **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.

Examples of provision provided at Gwladys Street CP & N School include: Specialist teacher for the deaf, two specialist teaching assistants for the deaf, regular assessments from the School Sensory Service, support from Physiotherapy and some specialist seating and standing equipment. At Gwladys Street, we also have adapted accessible toilets ready for the appropriate equipment required by any future learners with disabilities, as well as accessible ramps for access to the school buildings. Gwladys Street is also set on one level.

**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.

Please see above for examples of provision at Gwladys Street C & N School.

(**Reference:** SEND Policy2020-21)

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, Pupil Progress meetings, end of term assessments 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:

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| --- | --- | --- |
| Action/Event | Who’s involved | Frequency |
| Parent’s Evenings | Parent/Carer, Child and Class Teacher (Learning Mentor and Headteacher available if required). | Twice a year |
| Parent/carer SEND afternoons with the class teachers. | Parent/Carer, Class Teacher and SENDCo and Learning Mentor (if required). | Three times a 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 |
| Coffee mornings with specialist services e.g. Isabella Trust and ADDvanced solutions. | Parent/Carer, Child (when appropriate), SENDCo, Teacher (when appropriate) and professionals involved. | Several times per year. This has been reduced this year due to the COVID-19 pandemic. |
| Individual meetings with parents to discuss personalised provision. | Parent/carer with class teacher/SENCo | Throughout the year. |

**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 |
| Mr B Jones | Geography and Curriculum | BA Hons (QTS)  Will be undertaking the SEND award. |
| 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 | BA Hons (QTS) NPQH  Post Graduate Certificate in a  Report of Enquiry into Specific Learning Difficulties.  Previous 10 years experience as a SENDCo |
| Mr P Moore | Maths and SEND | BA Hons (QTS) NPQH  Previous 2 years experience as a SENDCO |
| Mrs L Haslehurst | SEND | Previously employed by SENISS – Dyslexia support |

A new SENCo was appointed in September 2021 after a transition period with Inclusion Manager and member of the Inclusion team in the summer term. He is supported by the Deputy Head and dedicated time is allocated to ensure Mr Jones and Mrs Berry meet each week to continue to priorities SEND needs in the school.

This year, we have consolidated training into Quality First Teaching, particularly delivering our new Power Maths curriculum, as well as monitoring the quality of Mathematics and English being delivered within our setting. There have also been a range of English training, including how to successfully plan and deliver lesson both in school and also using remote learning to ensure the best possible outcomes for our pupils. Reading continues to be a priority in school by purchasing new Accelerator Reader scheme with £10000 books to complement it.

In addition to this, all staff have taken part in extensive Safeguarding training for updated information, delivered by the Headteacher and DSL and Merseyside Police Cyber Crime Unit. In the past six months SEND training has included the new Speech Link programme purchased this year, new systems and processes introduced to have a more cohesive approach and how to make the classroom more inclusive.

**Staff deployment**

At Gwladys Street, we purchase services for our learners with English as an Additional Language and have appointed a staff member to be responsible for the teaching and learning of our EAL pupils as well as employing a an E.A.L. learning support teacher. Pupils with EAL are assessed using The Bell Foundation materials to establish language development and subsequently interventions are implemented.

We also have a large number of Learning Support Assistants (LSA’s) who will continue to meet and share good practice on delivering quality interventions, in conjunction with the class teacher to produce a provision map to ensure all children’s needs are met, by removing the barriers to learning.

School continues to address pupils’ social and emotional needs by employing a specialist team of staff to run therapeutic sessions (including two learning mentors) using two bases in school.

**Finance**

The SEN Budget for this academic year will be used on:

* English as an Additional Language Specialist support teacher
* Speech Link tool
* Therapy sessions with ADHD Foundation therapist
* Therapy sessions with CAMHS Seedlings
* Renewal fee for Indirect Dyslexia Learning intervention (IDL) for support with spelling and mathematics
* Nessy Dyslexia screener
* Access to Educational Psychologist using the Gold package.
* Access to SENISS for early intervention
* Specialist Teacher and TA’s for the deaf
* Specialist resources, such as standing tables, fidget toys, sensory equipement,

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**

The SENDCO attends termly Consortia meeting – this consists of a range of SENDCO’s, Head teachers and other professionals from schools in the Liverpool North 3 district, to discuss how to use the correct external agency and gain up to date SEND information.

**Transition Plans**

To ensure a smooth transition into our school, we will always meet with parents/carers of pupils who may/have SEND needs. We endeavour to obtain all the relevant information from the previous setting or contact external agencies. For some SEND pupils it may be necessary to have a reduced timetable in agreement with the parent/carer and a plan to fully integrate the pupil in the next 8 weeks. This will be reviewed weekly with the SENDCO and may need adapting each week.

It may be necessary to support some SEND pupils with their transition to secondary school by trying to obtain extra visits to the school during the school day with either a member of Gwladys Street staff or with parents/carers. Communication and permission will always be sought. Pupils’ records are sent to the pupils’ new schools after they have been admitted as quickly as possible. The SENCO will always communicate with the school.

Each year, within school transition is carefully planned for to ensure that SEND pupils are able to move from one year to another. Staff liaise with each other to transfer all relevant information and paperwork to ensure that pupils have the resources they need. Transition booklets are made each year for the pupils to have over the summer holidays.

**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:

* Colour coding our One Page Profiles into four colours to ensure staff can identify the pupils’ primary need.
* Inset day on the Inclusive Classroom to ensure teachers include resources to remove barriers to learning.
* Purchasing Speech Link to support staff in how to support pupils with speech and language needs.
* Streamlining systems and processes to ensure referrals are quicker to the relevant person.
* Continuing to develop Parent/ Carer links and support when identifying the child’s needs and removing the barriers to learning.
* Allocated time for the new SENCo to meet with the Deputy Head.
* To develop a new SEND register to include more relevant information.
* Continued positive links with outreach agencies, working with staff, learners and parents/carers to improve pupil outcomes.
* To produce a small Calm Central room in Key Stage 2 to support pupils with social, emotional and behavioural needs.
* New Dyslexia screening programme.
* Access to therapy through our Consortia, including the ADHD Foundation and OSSME.
* Timetable meetings with SENDCo and teachers to discuss appropriate SMART targets on One Page Profiles.

What has not worked well this year:

* External referrals have very long timescales.
* Speech link needs to be consolidated to ensure school uses it to maximum effect.
* Provision map not being fully implemented due to lockdowns.

We intend to address this through:

* Address external agencies line managers and constantly ask for timescales.
* More speech link training and implement in provision map.
* Provision map outlined and monitored by subject leaders and SENCO

**Further development**

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

* evaluation of data including attendance.
* lesson observations to ensure that teachers are providing resources or removing barriers to learning in the classroom
* learning walks and book scrutiny each term to understand the needs of SEND pupils accessing the curriculum.
* pupils and parent voice on forms and feedback during reviews.
* improved evidencing of the graduated approach and provision over time
* reviewing the delivery of SEND intervention across the setting and its impact
* clear processes for referrals

**Relevant school policies underpinning this SEN Information Report include:**

* Special Educational Needs and Disability Policy 2020
* 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
* Child Protection Policy 2020
* Remote Learning Policy 2020
* 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: October 2021**