



Gwladys Street Community Primary & Nursery School



Walton Lane

Liverpool

L4 5RW

Headteacher: Miss N Booth B.A. Hons, PGCE, NPQH

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SEN Information Report

March 2023

Not Yet Ratified

SENCO: Mr B Jones

SEN Governor: Mr J Atkinson

Contact: 0151 525 0843

Dedicated SEN time: 0.5 with an additional member of staff for the remaining 0.5 if required.

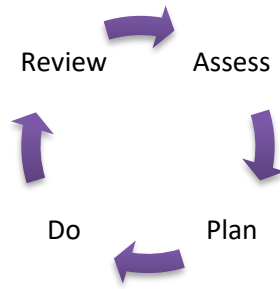
Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=dMqcoy0hweA&familychannel=10>

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. (**Reference:** SEND Policy 2022)

ASSESS:-In Assessing a child, Gwladys Street CP and N School takes a holistic approach and carries out an analysis of the pupil’s needs, which draws on the teacher’s assessments and experiences of the pupil and their previous progress and attainment. Using the individual development of the child and their baseline, it is compared to the whole school pupil progress, attainment, behaviour and national data. The pupil’s own views are sought as are those of external in internal support services, if involved. The school liaises fully with outside agencies who are conducting any assessments. Any concerns by parents are actively listened to and recorded. Assessments are continually reviewed throughout each term.

PLAN: - The teacher and SENDCO agree, in consultation with the parent and pupil, in regards to the adjustments, interventions and support to be put in place. They will also examine the expected impact on progress (outcomes), development or behaviour along with a clear date for the next review. We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. A ‘One Page Profile’ is created for the child, outlining what people admire about them, what the child would like others to know, what this means, what they can find difficult, additional support they have access to, how they feel they can be best supported, agreed long term outcomes, attendance and academic data, their short term outcomes (termly), the provision required to meet the outcomes and an evaluation of how the child has met any previous outcomes for the current academic year. The CT will complete a ‘Provision Map’ capturing all of the provision taking place for all pupils, including those at SEN Support. School host parent meetings to discuss the ‘One Page Profile’ in detail, where it can be amended if required. Once finalised, the child will discuss it with the teacher, sign and (if they wish to) add a comment to personalise it, and the parents would receive a copy to keep and one to sign and return if not already signed at the parent meeting. Once the outcomes for each pupil in the class at SEN Support have been agreed, the Class Teacher (with guidance from the SENDCo/Inclusion Manager) would carefully plan the provision to enable each child to achieve their outcomes. A ‘Provision Map’ is completed, outlining all of the provision taking place within the year group for that term.

DO: - The School’s SENDCO/Inclusion Manager supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The provision outlined within the Provision Map is delivered as well as the work and resources required to facilitate progress towards the personalized outcomes of those children at SEN Support. The teacher remains responsible for working with the child at all times, especially examining the impact of interventions. Interventions may include group or 1:1 teaching by experienced teaching assistants. Although the teacher is not doing the input in all cases, they are responsible and they work closely with the teaching assistants to plan and assess the impact of the support given. In addition, any strategies or provision advised within reports created by

external professionals or outlined within an Education, Health and Care Plan would be fully implemented.

REVIEW: - Reviews are arranged at school and are part of the SENCO/Inclusion Manager's role. Firstly, the class teacher will meet with the staff delivering interventions to discuss each child and the progress they have made, as well as areas in which they still need focus. Any barriers are discussed, as well as reviewing the progress made. All new assessments carried out are considered e.g. reading ages, RWI assessments, online learning products (purchased by school) e.g. Nessy, etc and specialist reports. The focus of a review is to evaluate the impact and quality of the support and take into account the views of the parents and pupils. This also feeds back into the analysis of the pupil's needs. Following the analysis, the SENDCo, teacher, specialist teachers and teaching assistant discuss any concerns and devise the next steps. This is then shared with parents and pupils to ensure everyone agrees. Amendments can be made and agreed by all parties at this point. In addition, any CPD required to promote high-quality teaching would be highlighted and discussed with the Head Teacher and Business Manager. Furthermore, the progress made for each child accessing provision outlined within the "Provision Map" is reviewed and the provision itself 'RAG rated' to better support the staff with planning future provision within the next cycle. The review takes place three times a year as part of the Graduated Approach cycle.

If a child has an Education Health Care Plan, reviews are carried out annually to analyse the impact of provision and discuss further steps to meet the child's needs. Reviews are carried out on the agreed date. These reviews involve an education officer from the local authority and the dates for the following review are set.

If a child is transitioning to another setting, all relevant information will be passed on and also shared with parents and pupils. Sometimes additional professionals are involved in reviews to ensure all needs are communicated effectively. There are occasions when the SENDCO/Inclusion Manager attends meetings off-site to support the transition process.

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

If during the review stage of the Graduated Approach cycle the class teacher feels that a child no longer requires to be at SEN Support and has made sufficient progress to 'close the gap' in their learning, the teacher would discuss this with the SENDCo and using all assessments, outcome of provision, observations, pupil books and professional reports a consideration to remain or exit the SEND Register would be made. Following this, the parents/carers of the child would be invited into school to meet with the class teacher and SENDCo and the reasons for exiting the SEND Register along with all discussions and evidence will be discussed. The child would have an informal discussion with the class teacher, discussing and celebrating their progress and that a 'One-Page Profile' won't be needed anymore. With agreement of all parties, the child would be removed from the SEND Register and would be carefully monitored for the remainder of the academic year to ensure that the progress continues.

Having consulted with children, young people 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/young person and hold both our internal/external providers and ourselves to account.

SEN 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. 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.

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: Nessy Dyslexia Learning intervention programme and screener, SENISS outreach, Educational Psychology support, outcome driven teacher and teaching assistant led intervention, use of buff coloured paper/ books/, coloured overlays, 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: regular, daily mindfulness sessions in class, breathing exercises, support to recognise and regulate emotions, Loss and bereavement sessions, sensory support, Zones of Regulation, Learning Mentor support, access to Calm Central to develop social skills and an understanding of emotions, ADHD Foundation sessions, 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

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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 Policy 2022-2023)

As of 27.02.2023, we have 195 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis, pupil progress meetings, lesson observations, subject monitoring, Inclusion Team Meetings with SENDCo, Inclusion Manager, Attendance Officer and Designated Safeguarding Lead and SLT Meetings to raise issues and improvements discussed within the Inclusion Meetings.

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
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Parent's Evenings	Parent/Carer, Child and Class Teacher (Learning Mentor and Headteacher available if required).	Once per term
Academic Reports	Parent/Carer and Class Teacher	Once per term
SEND Meetings	Parent/Carer, child (prior to and after the meeting) Class Teacher, SENDCo and Learning Mentor (if required).	Once per term
Mathematics and English/Phonics 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.	Once per year or more frequently when possible.
Early Help Assessment Team and Education, Health and Care Planning meetings	Parent/Carer, Child (when appropriate), Learning Mentor, SENDCo, professionals involved.	EHAT - Termly Review EHC - Annual Reviews or more frequently if an Emergency Review is required.
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 when available.

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
BJ	SEND	Currently completing the NASENCO Award.
LJ	SEND, Safeguarding, Inclusion	Post Graduate Certificate in Special Educational Needs and Disability
LH	SEND – Identifying children at with SEND in the private and voluntary sector.	Previously employed by SENISS – Dyslexia support
CB	Attachment and Trauma	Post Graduate Certificate in Attachment, Trauma and Mental Health for Children, Young People and Adults
NB	Attachment and Trauma	Post Graduate Certificate in Attachment, Trauma and Mental Health for Children, Young People and Adults
DC	SEND	SENCO level 2 and 3

JQ	SEND	ELKLAN Level 2 Qualification
AT	SEND	WELLCOMM, ELKLAN, EYFS SENCO

This year, we have put in additional training into Attachment and Trauma. Gwladys Street are part of a small group of 10 schools in Liverpool embedding Attachment and Trauma based practices to support our learners. This was introduced in September 2023 and ongoing training is being delivered throughout the year to increase the knowledge and expertise of staff in this area. In addition, we have carried out training related to One Page Profiles and Provision Mapping as we move over to a new system, EduKey, to better support our learners with improved SMART target setting. Quality First Teaching training is ongoing throughout the year within Staff Meetings, INSETS and planned twilights, such as EAL, Attendance, English, Mathematics, Opening Worlds, Music, etc. Furthermore, our SENCO attends the School Improvement SEN Briefings 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.

Within Gwladys Street, the majority of our support staff are utilised to support within year groups or across a Key Stage, delivering high-quality interventions. This year, we are predominantly focussing on improving phonics and basic maths skills to equip our learners with the basic tools they need to enable them to meet their potential. Several members of our support staff are providing 1:1 or small group support for part of or all of the day. The majority of our learners receiving support from 1:1 or small group support staff are in receipt of an EHCP or High-Needs Funding and this support is necessary to enable them to access their personalised curriculums. In addition, we have several members of support staff from our 'Calm Central' team who are supporting various classes or individual learners on a needs-led basis. Due to the nature of their role, this can change from one hour to the next.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **0** number of children and young people with special educational needs or disabilities and we supported **0** number of children and young people transition to the next phase in education or employment.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure can be found in full at <https://gwladysstreet.org/wp-content/uploads/2020/09/complaints-procedure-policy.pdf>

Gwladys Street CP&N School Complaints Procedure

Many concerns and minor complaints can be resolved quickly and informally. If you have a concern or complaint it is important you should try to resolve this immediately through the class teacher or another member of staff, depending upon the nature of the complaint. Every effort will be made by the school to have a full discussion before moving into the stages of this procedure. If you are unable to resolve the concern through discussions with the class teacher, Assistant Head teacher, Deputy Headteacher or Head teacher you can follow the complaints procedure as below:

First Stage - If the complaint is not resolved through such discussion, the complainant should contact the Headteacher. The complaint should be made in writing by the complainant, or by another person on their behalf, with their consent (by letter or email). The Headteacher, or other member of staff nominated by him/her, should offer to meet with the complainant to discuss his/her concerns within ten working days of receiving the complaint, or as soon as is reasonably practicable. Where necessary the Headteacher, or other nominated member of staff, should carry out a full investigation into the issues raised. The Headteacher will give a written response to the complainant as soon as possible but, in any case, within ten working days of this meeting. Where the complainant refuses the offer of a meeting this response should be made within ten working days of the receipt of the written complaint. Where the complainant is dissatisfied with this response, the complaint should move to the first formal stage of the procedure. Where the complaint is against the Headteacher, the chair of governors, another governor or the Governing Body as a whole, the complaint will move straight to the second stage of the procedure.

Second stage - If the complaint cannot satisfactorily be resolved at the first stage of the procedure, the complainant should put their complaint in writing to the Chair of Governors (or Vice Chair), which may be by letter or email, via the school. The Chair/Vice Chair should offer to meet with the complainant to discuss his/her concerns within ten working days of receiving the complaint, or as soon as is reasonably practicable after this. The Chair/Vice Chair will review the investigation and Headteacher's decision and may confirm this decision or reach a different decision. The governor may choose to reinvestigate the complaint in whole or in part. The governor may take advice initially from the Governance and Liaison Service, which may consult other LA officers. The Chair/Vice Chair will communicate his/her response in writing to the complainant as soon as possible but, in any case, within ten working days of the meeting. Where the complainant refuses the offer of such a meeting the governor will inform the complainant of the outcome of the investigation within ten working days of receipt of the written complaint or as soon as is reasonably practicable afterwards. Where the complainant is dissatisfied with this response the complaint should move to the appeal stage of the procedure.

Appeal Stage - If the complainant wishes to appeal against the decision made at the formal stage s/he must indicate his/her intention to do so within ten working days of receipt of the outcome of the formal stage. The complainant should do this by sending a written appeal to the Chair of Governors, either by letter or email, or, where the complaint is against the Chair to the Vice Chair. This should state the original complaint and the reasons for on-going dissatisfaction. The Chair of Governors or Vice Chair may decline to accept a complaint into the Appeal Stage where s/he, acting reasonably, believes that the complaint has been upheld in full at the Formal Stage and in all the circumstances there is no merit in the matter proceeding further. A governors' panel should be convened, consisting of three governors who have had no previous involvement in consideration of the complaint. Where the complainant is a parent, governors may wish to consider the possible advantages of this panel including a parent governor. A complaints appeal meeting will be held. The meeting of the governors' panel should take place as soon as possible, but in any case a date should be set and communicated to the complainant within twenty working days of receipt of the appeal. The governors' decision should be communicated in

writing to the complainant as soon as possible but, in any case, within five working days of the meeting. The complainant will have no further right to appeal this decision within the school.

Complaining to Ofsted - Ofsted has powers to investigate certain types of complaint from parents to help them to decide whether to inspect a school. Before complaining to an external body it would usually be expected that all stages of this procedure had been exhausted. The Complaints Procedure will be reviewed regularly.

This year we have 0 number of complaints that were dealt with following our school's policies and procedures.

What has and has not worked this year

What is Working Well

For our school these have included:

- Improved attendance figures for those learners at SEN Support and EHCP
- Intervention focussed on the basic skills underpinning reading, writing and mathematics, linking directly to the School Development Plan, e.g. phonics (RWI).
- Capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting.
- Pupils identified as SEN Support participating in extra- curricular activities.
- Introduction of EduKey to better target set and record provision.
- SEND afternoons and building positive school/parent partnerships.
- Beginning our journey as an Attachment and Trauma Informed based school.
- Introducing the Zones of Regulation and using these throughout the day to promote identification of feelings and self-regulation.
- We have had zero exclusions and promote Inclusive practices of all pupil with all needs.
- The use of a de-escalation room to enable learners to regulate their emotions in a safe and calming environment.

Future Improvements to be Made

For our school these include:

- Increasing the proportion of pupils at Expected or Greater Depth in core subjects.
- Meeting the sensory based needs of pupils at SEN Support and EHC better facilitate self-regulation.

- Improved de-escalation room.

We intend to address this through obtaining quotes and beginning work to create a 'Sensory Room', focused intervention specifically on basic skills, e.g. phonics (RWI), CPD opportunities for staff in all areas of SEND, subject-led parent sessions, continued development of our Attachment and Trauma Informed School practices, reinventing 'Calm Central' support to better meet the needs of our learners at this time

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include planned lesson observations, learning walks, evaluation of data, pupils and parent feedback improvements in resources and provision, tdeveloping plans for an SEN Base, reviewing and improving the 'Calm Central' model so that assigned support staff are making greater impact on those classes and pupils with the greatest needs more effectively and collaboration and how this impacts on development.

In preparing this report we have included staff, parents and children and young people through discussions with parents/carers during SEND and parent meetings, as well as ongoing discussions with Parents regarding their child and SEND, discussions with staff through staff meetings and SEND meetings with SENDCo and Pupil Progress Meetings, collection of pupil voice through questionnaires and informally when discussing One-Page Profiles.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Teaching and Learning Policy, Marking Policy, Accessibility Plan and Complaints 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: