

SEND Information Report

January 2017

SENDCOs: Miss J Jones and Mrs K Reading

SEN Governor: Ruth Hill

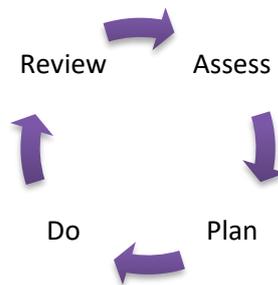
Dedicated SENDCo time: 1 day per week (Wednesday) per SENDCo

Local Offer Contribution: www.liverpool.gov - Family Services Directory – Local Offer

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 also 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:** Curriculum Policy March 2016)

Assess: Children are assessed termly across school; all staff meet with senior teachers for pupil progress meetings, children requiring additional support are identified and ways forward planned. There are four main areas of Special Educational Needs; these will be considered when assessing and planning for pupils' needs; **communication and interaction, cognition and learning, social, emotional and mental health and physical and sensory needs.**

In consultation with parents/carers and pupils, the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This can be achieved through tracking and monitoring all data relating to pupil progress, assessment activities with a specific focus, accessing reports from outside agencies and discussion with parents /carers.

Plan: The class teacher, SENDCo and parent or carer will work to identify appropriate outcomes for the pupil and create a Personal Provision Plan to show how the outcomes will be met specifying a time scale, which is normally a term, but can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, interventions, adapted resources or access to outreach services available via Consortia or the Local Offer

Do: The class teacher and SENDCo will then ensure the plan is delivered, with the SENDCo accessing any external support that has been identified as part of the plan.

Review: The pupils' Personal Provision Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. The review of this information is then used to identify the next steps /future provision for the pupil. As part of the review the views of the pupil and their parents/carers are sought and used, where practical, to inform future provision.

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 SEND are generally categorised in the following four broad areas of need and support as follows:

1. **Communication and Interaction**

- Differentiated teaching styles and differentiated planning to meet the children's needs
- Use of visuals to ensure clear non - verbal communication, now and next cards, task organisers, visual timetables and use of timers
- Support by Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally on a 1-1 basis
- An Early Years Speech and Language programme supervised by a teacher and delivered by a TA.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk and Socially Speaking
- Support accessed from Speech and Language Therapy Services, Educational Psychologist, outreach support from Abbots Lea specialist provision for children with ASD, SENISS, Educational Psychologist, ADHD foundation.
- Interventions such as Talking Partners and Nursery Narrative, aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it.

2. Cognition and learning

- Differentiated teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. adapted computer screens, adapted keyboards, coloured overlays, pencil grips, sloping boards to write on, tablets for recording
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Some current interventions used in school are Active Literacy, Pirate Writing and First Class at Number
- Access advice and support for both staff and children from a range of Outreach providers including Educational Psychologist, SENISS including the Early Years Advisory Teacher, and Child wall Abbey School.

3. Social, Emotional and Mental health

- The school continue to use the S.E.A.L (Social and Emotional Aspects of Learning) curriculum with its focus on developing emotional intelligence and well-being. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing.
- School continues to access a range of external support services including the School nurse, CAMHS (Children and Adolescents Mental Health Services) and outreach from Clifford Holroyd.
- Additional support is provided in school via interventions such Think Yourself Great, Rainbows, Socially Speaking, Time to Talk, Emwaves and Draw and Talk. These interventions are delivered by a range of staff including teachers, TA'S and our Family Liaison Officers. Our Family Liaison Officers are also able to offer interventions such as Kid's Talk, Talking Tables as well as offering support for parents and carers.
- Since Autumn 2015 we have, through Consortia, engaged with the ADHD Foundation and as a result this year we have been able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions and to work with families on their specific understanding of ADHD and how best to manage the condition.

4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation- please refer to the school's Accessibility Plan
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, as well as adapting and enlarging resources and information for parents
- Accessing support from School Nurse, Sensory Team teachers and Mobility Officers and in some cases pupils have been provided with 1-1 support by a TA for some part of their school day

- Visits from the Physiotherapist to deliver physiotherapy on a regular basis for some pupils and to demonstrate programmes for staff to deliver.

(Reference: St Oswald's Catholic Primary School SEND policy January 2017)

As of January 2017 we have 106 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include tracking data and its analysis, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Management Team and Curriculum Co-Ordinators, questionnaires for pupils and parents.

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
Parents evening	Class teacher ,parent	Termly
Personal Provision Maps	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Coffee Mornings	Specialist teachers, SENDCos, parents/carers	As appropriate
Training sessions	Parents ,specialist teachers	As appropriate
Stay and Play	Parents and Nursery Staff	Weekly

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
Miss J Jones	SEND	Bachelor Of Arts Honours Degree in Literacy with Qualified Teacher Status.
Mrs K Reading	SEND	Batchelor of Education Certificate for Professional Development in the Foundation Stage Curriculum, Time to Talk and Talking Partners
Mr J Reilly	Family Liaison Officer	Kid's Talk, Talking Tables, Youth Outcome Star and Family Outcome Star Neurodevelopmental Conditions, Sexual Health, Drugs and Alcohol, Understanding ADHD, Safeguarding and EHAT
Mrs D Hyland	Family Liaison Officer	Safeguarding, EHATS, incredible Years, Sexual

		health , Neurodevelopmental conditions , Understanding ADHD ,Positive Parenting, drawing and Talking and Think Yourself Great
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Staff also have training in the following areas

Intervention Name	Focus	Trained Staff
Think Yourself Great	Emotional wellbeing	Mrs McBrien , Mrs L Hammond and Mrs M Gilroy
Time to Talk	Social Communication	Mrs M Gilroy , Mrs B Burke, Mrs M Knight, Mrs S Traynor, Mrs S Murray, Miss J Connor
Socially Speaking	Social Communication	Mrs J McKenzie , Mrs L Hammond
Speech and Language support	Speech and Language	Mrs C Riley Mrs P Yeo Mrs D Parry
Talking Partners	Communication Skills	Mrs D Parry , Mrs M Knight , Miss C Swadkins
Rainbows	Emotional Wellbeing following loss or bereavement	Miss E O’Kane, Mrs J Rose, Mrs McBrien
Derbyshire Language Scheme	Speech and Language	Mrs B Burke, Mrs S Traynor
Active Maths	Maths	Mr N Mosaid
A-Z of Writing	Literacy	Mrs C Evans
Boys Writing	Literacy	Mrs A Jones , Miss G Finnegan
Talking Maths	Maths	Mrs D Parry
E.L.S	Literacy	Miss J Connor Mrs L McVey
First Class at Number	Maths	Mrs M Knight
First Class at Writing	Literacy	Mrs M Knight
Premier League Readers	Reading	Mrs McBrien
Units of sound	Literacy	Mrs L Hammond
British Sign Language	Communication	Mrs K Swift
Success at Arithmetic	Maths	Mrs McBrien
Dance Mat Typing	Fine Motor Skills	Mrs M Brien

School staff attend weekly directed time training sessions on numerous aspects of Learning & Teaching in order to improve outcomes for children. In addition, staff regularly attend specific training sessions from outside providers to improve their individual practice. This year, we have committed additional training into the teaching of Literacy, Writing, Phonics, Science and Numeracy across the whole school with a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum beyond individual Phases/Key Stages. We have also focused on developing the teaching and support staff’s awareness of how to support pupils who are presenting with ADHD or aspects of it in order to make our school environment more ADHD friendly. We have provided training for our new staff on supporting children with ASD. Our SENDCos continue to attend the School Improvement SEND Briefings in March and November and are able to share information and

training with staff and governors. One SENDCo attends the Transition Meeting in the summer term.

Staff deployment

Considerable thought, planning and preparation goes into utilising our teachers and 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.

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. Some support staff are trained to develop interventions such as Time to Talk, Socially Speaking, Pirate Writing, E.L.S, First Class at Number, Success at Arithmetic to name but a few. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for part of each day depending upon the needs of the pupil.

Last year teachers and some support staff ran activities during the lunch hour to help support those children who found the unstructured time challenging or unsettling and this continues to be funded this year. Some support staff also engage and support pupils on the playground during break and lunch encouraging positive social interaction a, organising games and encouraging children to use the strategies they learn to help them remain calm. All support staff have received additional play training in autumn 2016 to add to their expertise in supporting the children.

Finance

For any pupil requiring SEND, support in St Oswald's Catholic Primary School, we are required to spend up to £6000 to provide effective support for their individual needs. This money is used to fund the purchase of adults or additional resources, release teaching assistants to provide intervention groups, or additional support for pupils in class, fund the purchase of services from external partners, release the SENDCos from class to complete their role, and to provide staff training. St Oswald's is committed to funding additional teachers to ensure children's additional needs are met fully. If the needs of the child exceed this £6000 funding additional "top up" funding may be applied for from the Local Authority.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services from the ADHD Foundation including the services of a therapist for children and access to The Incredible Years training programme for parents.
- The purchase of additional resources such as sloping cushions, sensory soothers and fidgets.

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, the Infant department worked with our feeder partners to welcome 10 children and young people with special educational needs or disabilities and the junior department welcomed 14 pupils. The infants supported 15 pupils and the junior department supported 17 pupils with transition to the next phase in education. Both the infants and Juniors had a pupil each with an EHC Plan who transferred to full time resourced provision and the Infants had 1 pupil who accessed part time resourced provision for Speech and Language difficulties. This child has now returned to full time main stream provision with us

Our approach involved:

- Inviting new parents to visit our setting with their children and prior to children starting Reception or Nursery, 1-1 parent teacher meetings. Reception staff also go out to visit new pupils in their current settings.
- Following the clear transition procedures that are in place to support children as they move between year groups in school (please see our Transition Policy) and also as they leave Year 2 to move to the Junior building or other Junior settings.
- Transition visits are arranged throughout the summer term for year 2 children who are transferring buildings, teachers swop classes to familiarise the children to their new teachers. Children with specific needs are given booklets with photographs and information about their new adults and settings.
- Year 6 children who are transferring to our feeder schools are also given transition days to meet and get to know their new environment.
- Meetings take place in the summer term between the two SENDCos regarding the transition of pupils on the SEND Register and they also contact the SENDCos of any other pupils transferring or beginning school in September. If a new child with SEND begins at any other time during the school year their previous setting will always be contacted by our SENDCos to ensure we have all the relevant information.
- The Local Authority SENDCo briefing in the summer term allows the SENDCo to meet with their counterparts from our local secondary schools and share relevant information about Year 6 pupils involved in transition.
- All safeguarding documentation is copied, hand delivered and signed for either by a named person in the secondary school or the SENDCo, this is followed up with a meeting or telephone call to follow.
- Extra transition visits can be arranged depending upon the needs of the individual pupil

Complaints

This year we have no complaints. Complaints will be dealt with following our school's policies and procedures

What has and has not worked this year

In December 2016 this year the % of children on the SEND Register in Reading, Writing and Maths making expected progress was as follows

EYFS Attainment	Working Towards the expected level	On Track	Exceeding
Reading	29%	24%	0%
Writing	41%	18%	0%
Maths	35%	29%	0%
KS1 Attainment			
Reading	58%	10%	0%
Writing	53%	0%	0%
Maths	47%	16%	0%
KS2 Attainment			
Reading	65%	35%	0%
Writing	82%	18%	0%
Maths	76%	24%	0%

We continue to measure the progress of our pupils against Curriculum guidance, Development Matters, Early Learning Goals or for some of our pupils whose progress needs measuring using smaller steps we use PIVATs. We now use regular standardised scoring tests across KS1 and KS2 to further inform our expectations of children and to support our tracking

Personal Provision Plans are now in place across school and they are helping us to assess the progress made in sessions by individual pupils and develop effective next steps for further progress. We continue to develop the best way to record pupil progress of children accessing interventions to ensure that the intervention is effective. We need to focus on encouraging pupil voice in the evaluation process and to find further ways to encourage parents/carers to contribute more fully.

As part of the evaluation of the intervention groups, recently we carried out a staff skills audit enabling us to see clearly the range of skills that staff are able to share with the pupils. This also enabled us to identify areas for future training.

We continue to have a number of our SEND children accessing After School Clubs, 65% in the year Jan 16- Jan 17 and we will continue to promote the benefits of these activities to the pupils and their parents/carers.

Our partnership with the ADHD Foundation enabled the SENDCos and staff to access training to raise awareness of how to make school an ADHD friendly environment. The two Incredible Years courses run by the ADHD Foundation staff were well received particularly as they were based in our school making it easier for parents to attend. As a result of the success our Family Liaison Officers will now be running this course regularly from January 2017.

We have also accessed additional training on supporting pupils with ASD for our newly qualified staff.

St Oswald's Catholic Primary School prides itself on being inclusive and in supporting children to the best of our ability, we will continue to prioritise resources and staff time to further develop our practice.

Further development

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

- Continual monitoring and evaluation of interventions and their impact, plus the format in which they are recorded and reviewed
- Rigorous monitoring of Provision Plans, pupils work and teachers planning
- Learning walks
- Evaluation of data, pupil and parent feedback
- Support for parents via Family Liaison Officers and the courses such as the Incredible Years programme
- Review of our Traded and bought in services and their effectiveness, which may result in links with new providers
- Review of the Behaviour Policy to ensure it provides staff, pupils and parents/carers with clear guidelines
- Review of our Transition Policy
- Applying for the local Inclusion Charter mark

In preparing this report we have included staff, parents and children and young people through discussion and sharing information

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Transition Policy
- Assessment Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: