

# St Oswald's Catholic Primary School SEN Information Report *January 2016*

SENCO: Mrs K Reading Miss C Townson

SEN Governor

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Dedicated SEN time: 1 day per week (Wednesday)

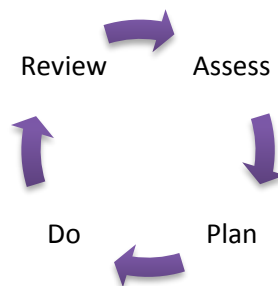
Local Offer Contribution: [www.liverpool.gov](http://www.liverpool.gov) -Family Services Directory -Local Offer

## Our Approach as a School:

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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:** Teaching & Learning Policy)

**Assess:** Children will be assessed termly, pupil progress meetings will take place and children identified. This include four areas of Special Educational needs; communication and interaction, cognition and learning, social, emotional and mental health and physical and sensory.

In consultation with parents/carers and pupils the class teacher supported by the SENCO if appropriate, will identify pupil's strengths and barriers to learning. This can be done through using tracking and monitoring data in school relating to pupil

progress, assessment activities with a specific focus, accessing reports from outside agencies and discussion with pupils and parents/carers

**Plan/do:** The class teacher, Senco and parent/carer will then identify appropriate outcomes for the pupil and plan how the outcomes identified for each pupil can be met. Outcomes can be met through a range of strategies, interventions, adapted resources or access to outreach teachers and services available through Consortia or the Local Offer.

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**Review:** The children's Personal Provision plan are reviewed at the stated time to reflect progress made impact the intervention has had and future provision identified and parents and child views sought.

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:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support. We use a range of strategies and services to support children who have needs across these areas including -

### **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, 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 both of whom received training with a focus on supporting the early development of speech

Intervention groups to support the development of spoken language and support children with difficulties around social interaction - Time to Talk

Support accessed from Speech and Language Therapy Services, Educational Psychologist, NEYS, outreach from Abbots Lea specialist provision for children with ASD, SENISS, Educational Psychologist

Highlighting support services for parents to enable them to support their children particularly Advanced Solutions who offer not only support for parents but training as well

Talking partners - a small group intervention to develop children's ability and confidence in communicating with others. This is also a good intervention for children with English as an additional language.

We also take advice from other professionals and implement support according to the advice given.

### 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.

Targeted intervention from teachers and support staff both in and out of class - this can be small group or one to one work. Current interventions used in school are First Class at Number and ELS plus a range of school devised interventions linked to supporting the development of phonics, sentence writing, increased fluency and confidence in reading. In KS2, Success at Arithmetic, Active Literacy and Units of Sound and a range of school individually devised interventions

Access advice and support for both staff and children from a range of Outreach providers including Educational Psychologist, Neighbourhood Early Years (NEYS) Advisory teacher and Inclusion Support workers, SENISS, and Aigburth High School.

Outreach from Aigburth High has been used to enable a member of the outreach team to target specific groups of pupils in Year One and Year 2 for additional Literacy support in the form of small group or 1-1 teaching

### Social, Emotional and Mental health

Whole school continue to follow the .S.E.A.L (Social and Emotional Aspects of Learning) curriculum with its focus on developing emotional intelligence and well-being.

Access to a range of support services e.g. School nurse, CAMHS (Children and Adolescents Mental Health Services via Consortia

Additional support in school via Think Yourself Great, Rainbows, socially speaking, time to talk, Emwaves and draw and talk. These are delivered by our trained and skilled home/school link officers.

Since Autumn 2015 we have, through Consortia, engaged with the ADHD Foundation and as a result we have been able to offer Incredible Years training to parents across EYFS, KS1 and KS2. The first group completed their training in Dec 15 and the second group is now up and running. We have also been able to access a therapist from the ADHD Foundation who is running training courses for parents and providing some 1-1 support for pupils in KS1 and Ks2

### Sensory and/or physical needs

Ensuring accessibility to school in line with current legislation- Accessibility Plan

Specialist resources - grab rails in toilets, ramps, pencil grips, sloping boards, 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 an Educational Support Assistant for some 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 SEN Policy January 2015

As of 31<sup>st</sup> January 2016, we have 113 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include tracking data, lesson observations, learning walks, book monitoring, monitoring of planning files by Senior Management Team and Curriculum Co-ordinators, pupil questionnaires

### **Co-producing with children, young people and their parents**

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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
Provision maps with optional meetings	Class teacher, support staff, SENCo, parents, children	Termly
Coffee mornings	Specialist teachers, SENCo, parents	As appropriate
Training sessions	Parents, specialist teachers	As appropriate

Open door policy allowing parents/carers to access their child's teacher/SENCO or Senior manager if they have a concern or need advice.

## **Staff development and Qualifications**

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We are committed to developing the ongoing expertise of our staff. We currently have a range of expertise in our school across both teachers and classroom assistants.

Initials of person	Area of expertise	Level of Qualification ( <i>i.e. Masters, NVQ, Degree, HLTA</i> )
Miss C Townson	SEN	Masters Advanced Educational Practice – SENCo route
Mrs Kathy Reading	SEN	Bachelor of Education Certificate for professional develop in the foundation stage curriculum

This year, we have put in additional training into Positive Handling, reviewing interventions, developing the Senco's awareness of ADHD in preparation for whole staff training. One member of the Early Years teaching staff and 2 TA'S one from FS and one from KS1 attended a training course on supporting the development of young children's speech and language skills. The SENCO attends the School Improvement SEN Briefings in March and November and is able to share information and training with staff and Governors

## **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.

Support staff are based within each year group to support all children in accessing learning across the curriculum. . They may be also used to focus on supporting specific groups of children within each class with a particular curriculum area .e.g. extra Guided or 1-1 reading, work to develop fine motor skills when the teacher feels the children may benefit from a little extra support etc. Some support staff are also trained to deliver a range of interventions across Year groups such as Time to Talk, Socially Speaking, Talking partners, Think Yourself Great, Emwaves, First Class at Number, Success at Arithmetic etc. Some Support staff in KS1 are not class based and work with groups of children delivering specific identified interventions.

Commencing Autumn term 2015 in the Infants department, support staff work with identified children to run a range of activities during the lunch hour to help support those children who found the unstructured time challenging or unsettling.

## **Finance**

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Regarding any child on SEN support in St Oswald's Catholic Primary School, we are required to spend up to £6000 to provide effective support for their individual needs. If the needs of the children require some top up funding, the SENCo can apply to the Local Authority for this.

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

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

## **School External Partnerships and Transition Plans**

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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 Infants department worked with our feeder partners to welcome 8 children with special educational needs or disabilities and then supported 5 children and young people transition to the next phase in education.

The junior depart supported 13 children with SEND and 1 child with an EHC plan onto their secondary education.

*Our approach involved:*

Inviting new parents to visit our setting with their children and also to attend 1-1 parent teacher meetings prior to the children starting school. Reception staff also go out to visit new pupils in their previous setting

We have clear transition procedures in place to support children as they move between year groups in school (please see our Transition Policy) but also as they leave Year 2 to move to the Junior building or other Junior settings

Meetings take place in the Summer term between the Senco from the EYFS/KS1 Senco and KS2 Senco and the SENCO also makes contact with any other schools receiving any of our children if they have an additional need.

SENCo meeting individual secondary SENCo and information passed over

Teachers from secondary schools come in to meet teachers and discuss individual children

All safeguarding documentation is copied and hand delivered to a named person in the secondary school with either a meeting or telephone call to follow.

Extra transition days arranged depending on the need of the individual

## **Complaints**

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This year we have had 0 complaints. If a complaint is made it will be dealt with following our schools policies and procedures.

### **What has and has not worked this year**

Prior to the amalgamation, both departments gained an Inclusion Quality Mark which recognises the inclusive ethos of our school and the commitment of staff and governors to providing positive outcomes for all our pupils.

This year the children who receive SEN support have all made progress in the key areas of Literacy and Numeracy - some progress was measured against National Curriculum levels, Development Matters or Early Learning Goals and for some children progress was measured using PIVATS which records the much smaller achievements some of our SEN pupils make. We now also use standardised scoring which helps us to identify children for support and measure progress.

In the Junior department, the Personal provision plans have worked well to track the progress made in sessions and gain an understanding of the impact of the interventions. This process has now been rolled out in the infants department. We will continue to evaluate and monitor its effectiveness as a whole school.

The Infants department will continue to focus on raising the involvement of some of the parents of our SEN children in supporting their children. This will be supported by the introduction of the Personal provision Plans.

The difficulties in supporting some of our pupils with ASD in accessing the curriculum and managing their uncooperative or disruptive behaviour have also proved a challenge to staff in KS1. We used a fixed term exclusion for one pupil in Year 2 whose behaviour had deteriorated to such an extent that he was not only not accessing the curriculum but he was preventing other children from doing so. We did manage to secure him a short term placement in resourced provision which he then returned to. This highlighted a need for a refresh of the positive handling training which has taken place identified staff. This will be highly beneficial as a significant part of this training is focused on deescalating pupil's behaviour this will be a priority. It will also ensure consistency of approach across the whole school.

### **Further development**

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

1. Gaining a consistent approach across the whole school. This includes:
  - training for all TA'S responsible for interventions groups which will be supported by input from the KS2 TA'S who have all been trained
  - monitoring of provision maps, intervention groups, pupils work and planning files
  - learning walks

- evaluation of data, pupils and parent feedback and pupil and parent questionnaires
- offering support for parents via drop in coffee mornings, courses such as The Incredible Years
- ADHD training for whole school staff, parents and identified children.

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

**SEND Policy**

**Equality Aims**

**Supporting children and young people with medical needs in school**

**Behaviour Policy**

**Accessibility Plan**

**Transition Policy**

**Equal Opportunities Policy**

**Marking 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:**