



## SEND Information Report

### December 2019

**Special Educational Needs and Disability Coordinators (SENDCOs):** *Miss J Jones and Mrs K Reading*

**SEND Governor:** Joanne Jones

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

Local Offer Contribution: <https://liverpool.gov.uk/localoffer>

### **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 and disabilities. (**Reference:** Curriculum Policy September 2018)

**Assess:** The children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a

special educational need or disability may access intervention activities for short periods to support their learning. We have introduced new intervention guidelines, which means that there is an informal review half way through an intervention, to ensure it is proving effective, as well as a formal assessment at the end of each intervention (**Reference:** Intervention Policy)

There are four main areas of Special Educational Needs we consider 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 is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

**Plan:** The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a Personal Provision Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to outreach services if available via Consortia or the Local Offer

**Do:** The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available 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. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the 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 Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and support as follows:

### 1. **Communication and Interaction- this area includes those children with a diagnosis of ASD.**

- 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, work stations for pupils and use of timers.
- Support by Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group.

- Early Talk Boost and Talk Boost: interventions aimed at developing the communication skills of pupils in Nursery, Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk, Socially Speaking AND Lego Therapy
- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the ADHD foundation.
- Interventions such as Time to Talk and Talk Boost are delivered aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it.
- Parent workshops are offered via Consortia to enable parents to support their child's needs.
- Sensory breaks and sensory circuits have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD

## 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, First Class at Number, Success at Arithmetic, Beat Dyslexia and Numbers Count. For further information, please see the school's Intervention Policy.
- Access advice and support for both staff and children from outreach providers including Educational Psychologist Service.

## 3. Social, Emotional and Mental health

- School employs two staff members to provide counselling and support to children and families.
- 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. We also use 'Wellness Wednesday' to further promote these skills. Parents are invited in to take part in 'Wellness Wednesday' workshops/activities with their children on a regular basis. These sessions include activities such as yoga and massage
- All staff have attended training sessions for ROAR (response to mental health) which make staff **R**ecognise of the signs and symptoms of mental health, to be able to ask **O**pens questions, **A**ccess the right support, service or self-care and build the children's' **R**esilience.

Staff also received training on recognising pupils who may have attachment issues and guidance on the action they would need to take to support these children and access support from outside agencies.

- School continues to access external support services including the School Nurse team, and CAMHS (Children and Adolescents Mental Health Service) who can sign post pupils and their parents/carers to a range of support services.
- Additional support is provided in school via interventions such Think Yourself Great, Rainbows, Time to Talk and Draw and Talk. A range of staff including teachers, TA'S and our Family Liaison Officers, delivers these interventions. Our Family Liaison Officers are also able to offer interventions such as Kid's Talk, Talking Tables, LEGO Therapy as well as offering support for parents and carers.
- All classes have Take Ten equipment which is a self-regulatory calming programme based on breathing techniques.
- We continue to engage with the ADHD Foundation and are able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions and workshops are available for families to help develop their specific understanding of ADHD and how best to support their child. We have also been able to access the services of an additional play therapist from OSSME (Outreach Support for Mainstream Education and Early Help) who are part of the Autism Initiatives group

#### 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, weighted belts ,magnifiers , IPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be parents .
- Staff have had training on recognising and supporting children with sensory processing difficulties and additional resources have been purchased such as peanut balls, wobble boards, weight bearing gym balls and resistance bands which are used during the delivery of sensory circuits or in some cases in class.
- School can access support from the School Nurse team, Sensory Team teachers and teaching assistants for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with 1-1 support from a teaching assistant from the Sensory team for part or the whole 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. The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children and we have purchased a programme aimed at supporting children the development of their fine motor skills

(Reference: St Oswald's Catholic Primary School SEND policy January 2019)

As of December 2019 we have 113 pupils on our SEND Register

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, 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/carers	Termly
SENDCo Parents Day	SENDCos, parents/carers	Termly
Personal Provision Maps	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
Stay and Play	Parents and Nursery Staff	Weekly
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	Parents/carers, specialist teachers, SENDCos	As appropriate in the year

### 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. Post Graduate Certificate of Special Educational Needs Coordination
Mrs K Reading	SEND	Batchelor of Education Certificate for Professional Development in the Foundation Stage Curriculum, Time to Talk and Early Talk Boost
Miss C McKenna	Family Liaison Officer	Neuro Support, Domestic Abuse Training ,Kidz Parent and Teen Talk, Supporting Families with Complex Needs, Safeguarding, EHAT- Lead Professional Training, Signs of Safety, ASD training on

		strategies to support young people with a diagnosis
Mrs D Hyland	Family Liaison Officer	Safeguarding, EHATS, incredible Years, Sexual health , Neurodevelopmental conditions , Understanding ADHD ,Positive Parenting, Drawing and Talking , Think Yourself Great and Bereavement Training

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 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 D Parry Mrs J McKenzie
Talking Partners	Communication Skills	Mrs D Parry and Miss C Swadkin
Rainbows	Emotional Wellbeing following loss or bereavement	Mrs J Rose, Mrs McBrien, Miss Denson
Dragon Hunters Writing Project	Literacy	Miss Madron
Active Maths	Maths	Mr N Mosaid
Boys Writing	Literacy	Mrs A Jones , Miss G Finnegan
Talking Maths	Maths	Mrs D Parry
First Class at Number	Maths	Miss Madron , and Mrs Hammond
Talk Boost- Early Talk Boost and KS1 Talk Boost	Developing good communication skills for pupils in Early Years (Nursery and Reception)	All Early Years teachers and teaching assistants and 2 KS1 members of staff
Success at Arithmetic	Maths	Mrs McBrien
Dance Mat Typing	Fine Motor Skills	Mrs Hammond
Numbers Counts	Early basic maths skills	Mrs Gentle
SALT Strategies including Blanks Training and Bucket therapy	Communication and Interaction	Miss O'Donnell , Mrs Riding and Miss Swadkin and Mrs Traynor
OSSME Training – Sensory Awareness, Autism in Girls , Lego Therapy , Early Years	Supporting pupils with ASD	Miss Jones and Mrs Reading attended all sessions between them and TA'S from

and Comic Strips and Social Stories		across school attended relevant sessions
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School staff attend weekly-directed time training sessions on numerous aspects of Learning and Teaching in order to improve outcomes for children. This year staff have received training focused on recognising children with attachment issues, identifying Autism in girls, sensory processing difficulties, R.E., Curriculum Planning, Maths (fluency and reasoning), English and Science across the whole school. We continue to have 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. All staff have taken part in Safeguarding updates. The SENDCos and other targeted staff including teaching assistants and our Family Liaison Officers attended a range of course delivered by OSSME which were purchased through Consortia. The sessions included Comic Strip and Social stories training, Autism in Early Years, Identifying Autism in Girls ,Lego Therapy and Sensory Awareness. The SENDCo's were able to share this training with other staff during SEND staff meetings. 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 continue to share good practice with colleagues from other schools through our involvement in the West Derby Learning Network.

Staff in Year 4 also received additional training from the Sensory Team this year to ensure they can effectively support our hearing and vision impaired pupils.

### **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, talk Boost and Early Talk Boost , 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 the whole or part of each day depending upon the needs of the pupil. This year we have applied for and received High Needs Funding to contribute to the funding of this one to one provision

At lunchtimes, identified staff to help support those children who found the unstructured time challenging or unsettling. Some support staff also engaged and supported pupils on the playground during break and lunch encouraging positive social interactions, organising games and encouraging children to use the strategies they learn to help them remain calm. Teachers and support staff also ran a range of clubs after school, open to all our children, covering different activities such as choir, First Aid, Art Club, Multi-skills, Reading Club, Phonics Club, iPad Club, Nature Club, Healthy Eating Club and Film Club to name but a few. During the final session of each club, parents and carers were invited to come and join in the club activities with their children

### **Finance**

For any pupil requiring SEND, support in St Oswald's Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget used in a variety of ways, for example, 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.. "High Needs" funding may be applied for from the Local Authority for individuals who may need additional support. We currently have 6 children in receipt of this funding

A full list of our external partners who we work with can be made available upon request. 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
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory soothers and fidgets ,
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as Beat Dyslexia and Write from the Start.
- Funding for Family Support officers to work with those families who have complex needs.

### **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.

During the year January 2019- December 2019 the Infant department worked with our feeder partners to welcome 11 children and young people with special educational needs or disabilities and the junior department welcomed 2 new pupils as well as the 11 pupils who transitioned from Year 2 to Year 3 . The junior department supported 16 pupils with transition to the next phase in education.

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 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 had 0 complaints on SEND . Complaints will be dealt with using the procedures outlined in the Parental Complaints Policy 2019, which can be found on the school's website.

## What has and has not worked this year

In November 2019, based on the data collected in July2019, the % of children on the SEND Register in Reading, Writing and Maths making expected progress was as follows

EYFS Attainment	Working Below the expected level	Working Towards the expected level	On Track/Expected	Working Above/Greater depth
<b>Nursery</b>	<b>Below</b>	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Reading</b>	<b>30%</b>	<b>60%</b>	<b>10%</b>	
<b>Writing</b>	<b>60%</b>	<b>30%</b>	<b>10%</b>	
<b>Maths</b>	<b>60%</b>	<b>30%</b>	<b>10%</b>	
<b>Reception</b>				
<b>Reading</b>		<b>75%</b>	<b>17%</b>	<b>8%</b>
<b>Writing</b>		<b>75%</b>	<b>17%</b>	<b>8%</b>
<b>Maths</b>		<b>67%</b>	<b>25%</b>	<b>8%</b>
<b>KS1 Attainment Year One</b>				
<b>Reading</b>	<b>45%</b>	<b>36%</b>	<b>19%</b>	
<b>Writing</b>	<b>45%</b>	<b>27%</b>	<b>28%</b>	
<b>Maths</b>	<b>485</b>	<b>27%</b>	<b>28%</b>	
<b>Year 2</b>				
<b>Reading</b>	<b>36%</b>	<b>21%</b>	<b>29%</b>	<b>14%</b>
<b>Writing</b>	<b>295</b>	<b>36%</b>	<b>29%</b>	<b>6%</b>
<b>Maths</b>	<b>14%</b>	<b>36%</b>	<b>36%</b>	<b>14%</b>

<b>KS2 Attainment</b>				
<b>Year 3</b>				
<b>Reading</b>	<b>22%</b>	<b>56%</b>	<b>22%</b>	
<b>Writing</b>	<b>29%</b>	<b>59%</b>	<b>12%</b>	
<b>Maths</b>	<b>29%</b>	<b>47%</b>	<b>24%</b>	
<b>Year 4</b>				
<b>Reading</b>	<b>13%</b>	<b>74%</b>	<b>13%</b>	
<b>Writing</b>	<b>7%</b>	<b>86%</b>	<b>7%</b>	
<b>Maths</b>	<b>7%</b>	<b>80%</b>	<b>13%</b>	
<b>Year 5</b>				
<b>Reading</b>	<b>0%</b>	<b>40%</b>	<b>45%</b>	<b>15%</b>
<b>Writing</b>	<b>0%</b>	<b>50%</b>	<b>40%</b>	<b>10%</b>
<b>Maths</b>	<b>5%</b>	<b>60%</b>	<b>25%</b>	<b>10%</b>
<b>Year 6</b>				
<b>Reading</b>	<b>6%</b>	<b>31%</b>	<b>56%</b>	<b>6%</b>
<b>Writing</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	
<b>Maths</b>	<b>6%</b>	<b>38%</b>	<b>56%</b>	

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 use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and to support our tracking

Personal Provision Plans are in place across school and they are helping us to assess the progress made by individual pupils and develop effective next steps for further progress. The impact of Interventions and support given to individual children is reviewed regularly and we so that progress can be measured effectively on completion. We continue to develop effective ways to capture pupil voice so it becomes more prominent in the target setting and evaluation process and to find further ways to encourage parents/carers to contribute more fully.

As we move forward we intend to

\*Continue to develop our bank of resources for children with additional needs and making them more freely accessible to staff

\* develop the role of SENDCo's to include more time spent in class supporting staff and pupils

\* Further develop the analysis of data by SENCOs to inform future planning of provision

\*Review and update the SEND Handbook

\* Identify and prioritise further training needs for staff

\*Offer SENDCo "drop ins" for staff on a termly basis

\* Ensure parents understand how to access documents relating to SEND in our school and the Local Offer

We continue to have a number of our SEND children accessing After School Clubs, 44% of SEND pupils in EYFS AND KS1 and 54% of KS 2 SEND pupils accessed after school clubs from Jan 19- November 19 and we will continue to promote the benefits of these activities to the pupils and their parents/carers.

We continue to work closely with the ADHD Foundation and during the summer term targeted children were involved in the annual Umbrella project and all children took part in celebrating Neurodiversity Week.

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

### **Further development**

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

- Rigorous monitoring of Provision Plans, pupils work and teachers planning
- Learning walks
- Promoting the use of sensory breaks in class for targeted children and developing our use of sensory circuits
- Evaluation of data, pupil and parent feedback
- Support for parents via Family Liaison Officers
- Review of our Traded and bought in services and their effectiveness and the establishment of links with new provide
- Application for the Liverpool Inclusion Charter Mark
- Working with the other schools in Consortia allocate the Early Years Funding for Pre-SEND pupils to support the development of communication skills for those children.

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

### **Relevant school policies underpinning this SEND Information Report include:**

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention Policy
- Parental Complaints 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
- Special Educational Needs and Disabilities Code of Practice January 2015

**Date presented to/approved by Governing Body: December 2019**