



WHITEFIELD PRIMARY SCHOOL

SEN Information Report

2020-2021

Inclusion Manager and SENCo: Marie Beale

SEN Governors: Natalie Menagh/David Shaw

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Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=ZtjdpWsAyfl>

Our Approach as a School:

Whitefield Primary School is a mainstream primary school which was judged to be 'Outstanding' in November 2017 by Ofsted. We are committed to inclusion and ensuring that all our pupils can achieve their best possible outcomes. We take a person-centred planning approach and consider the holistic needs of pupils when making decisions regarding provision. Whitefield is an Inclusion Quality Mark (IQM) school and therefore an example of excellent inclusive practice. Outstanding teaching and learning practice in classes and our wide range of high-quality interventions offer a very strong provision to all pupils who require additional support. Staff meet regularly to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes.

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:** Teaching & Learning Policy)

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Inclusion Manager agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We write one-page profiles for our pupils with Special Educational Needs and Disabilities which we call Pupil Passports and we review these as often as required but at least three times per year. The provision set out in these passports is arranged through our termly whole school provision maps.

DO: - The School's Inclusion Manager Marie Beale supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the Inclusion Manager's role. Our meetings are child-centred reviews which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Inclusion Manager attending meetings offsite to support the transition process. See SEN offer for more information.

Having consulted with children, young people and their parents/carers, 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.

Coronavirus

Whitefield is committed to ensuring that standards of inclusion are maintained during the Coronavirus outbreak. We are following the Dfe guidance documents:

https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19?utm_source=67154f47-8b28-4f1c-98a0-9649cd594005&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

In line with these documents children with EHC plans have an individualised risk assessment which will be maintained through their transition back to school. We will work with parents and carers to support identified children to transition back to school in line with their needs, using a range of approaches including social stories, contact with key staff and phased returns.

Where children are working from home in a blended or lockdown scenario they will be supported to access learning as much as possible. Support for families is available from the Inclusion Manager and external services such as the ADHD Foundation, OSSME and SENISS

Risk assessments have been completed to enable external specialists to work with children, and for intervention groups to happen in school where this is needed. Our approach to groups will minimise staff working across defined class “bubbles” and key stages. Social distancing will be applied by staff working with different groups of children.

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

Starting in our foundation stage there is a strong emphasis on communication and interaction. Our EYFS staff are trained to deliver ELKLAN, Makaton and Early Talk Boost programmes which can assess speech and language ability and provide intensive programmes of intervention which boost skills significantly. We have support from a Speech and Language Therapist weekly through a new SLA funded via School’s consortia. The Early Years Manager is an experienced, qualified SENCo. Our KS1 and KS2 support staff are also trained in Talk Boost. We also work alongside speech and language therapists to deliver personalised programmes of support within the setting and have members of staff who are trained to support children with speech, language and communication difficulties. Children in this category may have difficulties on the Autistic Spectrum and our whole school approaches to social cognition and self-regulation support all children well in managing their interactions in the setting. All staff are trained in Social Thinking and Zones of Regulation approaches and are able to use the language that supports this approach with all children. Our support staff are trained to deliver Social Thinking intervention groups, LEGO therapy and to use strategies including social stories and comic strip conversations with children with social communication difficulties.

In March 2019 we began a Service Level Agreement with OSSME (Autism Initiatives) which provides us with regular support from a specialist outreach teacher. OSSME have continued to support families remotely during Lockdown and have provided staff training.

2. Cognition and learning

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. We are committed to the Reading Recovery Programme and employ a Reading Recovery trained teacher to deliver this intensive and high quality intervention to identified reception and year 1 pupils. For pupils with specific needs in maths we also deliver the intensive intervention Numbers Count in key stage 1 and First Class Number for older pupils.

Our reading lead is training to become a qualified level 7 AMBDA dyslexia teacher and can design individual teaching programmes for pupils with the highest levels of need in this category across both key stages.

For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching as an intervention. We advocate the use of multi-sensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles. We also use specific computer based programs to enable further access to learning opportunities. Teaching staff and support staff work closely with the Inclusion Manager to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

3. Social, emotional and mental health

Whitefield Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

School works closely with the ADHD foundation and accesses support for staff development and also direct child support

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. We achieved the Carnegie Schools Gold Mental Health award and Silver Attachment and Trauma Friendly

schools award following on from a series of whole school training supported by a specialist in the field Dr Jennifer Nock. This included specific training on the impact of Lockdown on the wellbeing of children, parents and staff.

At Whitefield Primary School we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Identification of a key adult to deliver pastoral support;
- Joining in with the Liverpool strategy to support mental health including joining the Mental Health Support Hub. In September 2020 we start support from a MHST worker weekly via the hub;
- We have a trained mental health first aider and leader Miss Cunliffe who delivers a range of therapeutic interventions;
- Offering Time to Talk daily as an available support mechanism to all pupils;
- Offering various pastoral intervention programmes such as LEGO therapy, Think Yourself Great, Pet Therapy, Yoga and mindfulness, Music Therapy, Drawing and Talking and Seasons for Growth;
- Teaching self-regulation skills through the implementation of the Zones of Regulation approach;
- Providing the Seedlings Service which involves more intensive therapeutic interventions from a trained psychotherapist;
- At the highest level of need, we can refer pupils to CAMHS for highly specialist intervention and support;
- Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week;
- Maintaining robust anti-bullying practices and ethos throughout school;
- Maintaining a consistent and positive behaviour management approach throughout school;
- Maintaining the 'Place of Sanctuary' award in recognition of support for our EAL pupils;
- Supporting parents and carers through the EHAT;
- Running various parent/carer groups to promote the well-being of families, including a new group for refugee families;
- Conducting celebration assemblies twice weekly to recognise and reward the achievements of all pupils;
- Providing a stimulating, nurturing and inspirational learning environment throughout school;
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises;
- Promoting our school community through social networking and sharing in our pupils' successes;
- Referral to Bereavement support services when needed
- Access to the TakeTen app to support regulation

4. Sensory and/or physical needs

Whitefield Primary School support children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. Our Supporting Children with Medical Needs policy outlines how we arrange provision for pupils with medical needs. The Inclusion Manager works

closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. Our whole school environment is designed with sensory processing difficulties in mind to ensure a reduction in the impact of sensory information. We have achieved this through maintaining a clear, orderly environment, hessian backed displays throughout, matching chairs and natural colourings for desks, aromatherapy in all classes. We also offer an extensive outdoors provision that provides a wide range of sensory experiences. In Spring term we introduced sensory corridors to support children with sensory breaks.

The Inclusion Manager can make referrals to Alder Hey for a range of medical services following discussions with parents/carers and the allocated school nurse. These services may include Occupational Therapy, Physiotherapy, Community Paediatrics, Audiology and speech and language therapy.

(Reference: SEN Policy)

As of the 20th July we have 77 pupils receiving some form of SEN Support. Of these, 53 pupils have received or are receiving external support from other agencies.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations, termly progress meetings and data analysis.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Reviewing Pupil Passports	Parents, pupils and staff	Termly
Parent consultation meetings	Parents, pupils and staff	Termly
Person Centred Planning meetings for pupils with EHCPs	Families, pupils, staff and outside agencies	When required but at least annually

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
MB	Early Years/SEN/Digital support	National Award for SENco
ED	Early Years/SEN	National Award for SENco
TG	Early Years/SEN	Masters in Education

		Forest School Leader
CC	Reading Recovery	QTS Degree level Working towards Specialist Teacher of Specific Learning Difficulties AMBDA Level 7 teaching qualification
JW	Reading Recovery	QTS Degree level
LC	Reading Recovery	QTS Degree level Mental Health First Aider

This year, we have put in additional training in for Quality First Teaching, Social Thinking, self-regulation, precision teaching and attachment and trauma training. Our Inclusion Manager attends the School Improvement SEN Briefings in November and March.

During Lockdown Staff have accessed a large range of online CPD relating to Inclusion. We accessed a range of training through a combined Consortia Inset Day.

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.

Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children with specific needs or individual pupils. Their targeted support is decided at termly progress meetings, during which a new provision map is formulated and support staff take part in the ongoing cycle of monitoring and planning.

Some members of support staff are designated to one-to-one roles with pupils which is arranged through high needs funding applications to Liverpool City Council for eligible pupils.

Finance

Our SEND budget is allocated in the following ways:

- Additional members of support staff;
- High Needs Funding provisions for pupils with complex needs;
- A non-class based Inclusion Manager;
- Extensive CPD opportunities for staff;
- Resources to support physical/sensory needs;
- The purchase of specialist resources to enhance the access to the curriculum for all learners;
- Specific training for interventions;

School External Partnerships and Transition Plans

This year, we worked with our feeder partners to welcome several pupils with special educational needs or disabilities both at the start of the year and in-year transfers.

Our approach generally involves meeting with the staff at receiving schools and ensuring that all relevant information is transferred effectively. This has also involved Team Around the Child meetings to ensure that all professionals working with families have been involved in this process. We also welcome opportunities to conduct person-centred planning meetings with receiving schools.

Complaints

Our complaints procedure and all other policies are available through our website at;

<http://smartfuse.s3.amazonaws.com/bdc07c13cf2126cfe63a525e940da2b4/uploads/2015/07/Complaints-Procedure.pdf>

This year we have received no complaints related to SEND provision.

What has worked this year

- We continue to narrow the gap between pupils identified as SEN Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting;
- New Inclusion Manager has been inducted and developed strong working relationships with families, children and professionals
- Families and children identified as SEN Support have been supported by the Inclusion Team and offered external support
- We have a high level of expertise in supporting pupils with SEND;
- We continue to hold Inclusion Quality Mark status
- We hold Silver status within the Attachment and Trauma Friendly Schools Award
- We hold Gold status within the Carnegie Mental Health Award
- We continue to deliver a range of interventions to reduce the impact of speech, language and communication needs on learning and attainment.
- We use a Social Thinking approach throughout school which continues to enhance pupil's abilities to self-regulate their emotions and develop their understanding of social situations.
- We have developed strong links with the ADHD Foundation

Further development

In 2020/21 our strategic plans for enhancing SEN provision in our school have been in the context of Coronavirus.

The initial focus includes development of a return recovery curriculum focussed on emotional wellbeing of all children. This will include a focus on play linked to the FAGUS approach to develop social and communication skills and support all learners to access learning.

We will apply for the Gold Attachment and Trauma sensitive approach.

The ADHD foundation are carrying out a study of the impacts of Omega 3 by providing all children, carers and staff omega 3.

Mapping of children in a "Pyramid of Need" to ensure all children's needs are understood and met through High Quality Teaching.

Reviewing use of assessment to support the progress of all learners.

Relevant school policies underpinning this SEN Information Report include:

SEND policy

Inclusion Policy

Child Protection Policy

Teaching and Learning Policy

Assessment and marking policy

Accessibility Plan

Supporting Pupils with Medical Needs 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: