

SEND Information Report

December 2017

SENCO: Mrs S Rawnsley

SEN Governor: Ms M Black

Contact: 0151 226 1871

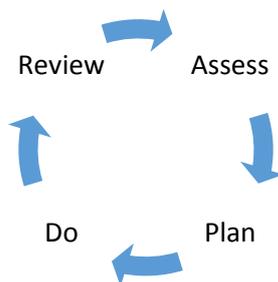
Dedicated SEND time: 2.5 days per week

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

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:** Teaching & Learning Policy Dec 2014)

Assess: Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: Class teachers are responsible for planning & differentiating the curriculum for all children in their care. If it is felt appropriate, the SENCO and parents will also be involved in this process. If outside agencies have been involved they may also give advice to staff and help to plan a programme of work.

Do: Quality First teaching is the priority of all class teachers. If it is deemed necessary children may access high quality interventions which may be delivered by trained support staff, the SENCO or outside agencies.

Review: SLT and class teachers will continually review the progress of all children. The SENCO is responsible for tracking children's progress termly and will report to SLT. Any children who receive additional support/specific interventions will have a Pupil Profile and may be tracked using PIVATS. This is reviewed termly in conjunction with the SENCO, parents and any outside agencies.

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 thought of in the following four broad areas of need and support:

1. Communication and interaction

Children may access a number of programmes, such as Black Sheep and Time to Talk. Some children may have visual timetables and may make use of PECS symbols. Children who are having specific communication difficulties may work with our Speech Therapist. We employ a speech therapist two days per week, she assesses children and plans a number of therapy sessions or social communication sessions if deemed necessary. Parents' permission will be sought and they will receive copies of reports.

2. Cognition and learning

Class teachers will plan work/activities for their pupils. They will differentiate the curriculum to take account of different learning styles, interests, abilities. Support staff will support the teachers in enabling children with SEND to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulty. Some children may work with Mrs Walsh, our Assistant Head and intervention teacher, Mrs Kent, Y6 intervention teacher, Mrs O'Hanlon, Y2 Intervention teacher, Mrs Rawnsley, SENCO or SENISS.

3. Social, emotional and mental health

Children are supported first and foremost by their class teacher and teaching assistant. Where necessary the SENCO or Pastoral Care Manager may support individual or small groups of children using a number of programmes. If it is deemed necessary and with the agreement of the parents, children may receive some counselling/play therapy sessions from our school counsellor. If further support is necessary, it may be requested from CAMHS.

4. Sensory and/or physical needs

Class teachers plan and differentiate the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual's needs and specialist equipment and resources may be sourced.

If necessary we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice. If required we make referrals to the CAAT team for assistive technology assessments.

As of December 2017, we have 72 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, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny.

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
EHAT	Parents, SENCO, any involved outside agencies, class teacher/support staff	Every 3 months or as needed
Open door policy (Parents may request to speak with Mrs Loftus, Mrs Evans Mrs Rawnsley/Mrs Grier)	Headteacher, Deputy Headteacher, Inclusion Manager, Pastoral Care Manager	As needed
Parents meetings/Pupil profile reviews/Pupil voice questionnaires	Parents, class teacher, child (where appropriate)	Termly

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 (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
SR	SEN	National SENCO Award, Post Grad - Dyslexia
HG	Pastoral Care	Degree
SC	Speech & Language	Degree
ES	Counselling	Diploma

This year, we have put in additional training into Quality First Teaching/whole school aspects of SEN. We have completed some in-house training in key areas such as inclusive classrooms and ASD. Two members of staff have attended play therapy training. The Inclusion Manager attends the School Improvement SEN Briefing in March and November and attends other training via consortia.

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, through quality first teaching, assist the teachers in enabling children with SEN to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

Finance

Our notional SEN Budget this year was **£78,515** and the expenditure breakdown of that income is as follows:

- Support staff £36,322
- Commissioned external services = £51,633 (SENISS & Therapy Network, Psychology Direct, Caring Services)
- Additional teaching resources = £5634
- Training =£265

Total expenditure: £93,644

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:

- Advice & support for school staff
- Advice & support for parents
- Resources provided
- Further assessment completed
- Signposting to other services.

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.

Where necessary any health and social services bodies, LA support services or voluntary organisations are invited to attend EHAT reviews or EHC reviews.

This year, we worked with our feeder partners to welcome **2** children with special educational needs or disabilities and we supported **6** children transition to the next phase in education.

Our approach involved attending School Improvement Liverpool's Transition Event, negotiating additional visits to secondary school settings for vulnerable students and holding additional visits to aid transition for a number of reception children and visiting nursery settings.

Support Services for Parents

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

Isabella Trust www.theisabellatrust.org 0151 378 0998

YPAS www.ypas.org.uk 0151 707 1252

The view the local authority's local offer copy and paste the address below into your browser:
fsd.liverpool.gov.uk/kb5/Liverpool/fsd/localoffer.page?familychannel=10

Complaints

Our complaints procedure can be viewed on the school website at <http://www.stmatthewsprimaryschool.co.uk/policies/> alternatively a paper copy can be obtained from the school office.

This year we have had no complaints regarding SEND provision.

What has and has not worked this year

- Provision has been effective in narrowing 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
- An increased proportion of students at SEND Support making and exceeding expected progress
- An increased proportion of pupils identified as SEND Support participating in extra-curricular activities
- Improved behaviour
- Observations show clear differentiation and support, etc use of TAs, resources

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 and collaboration and monitoring how this impacts on development.

In preparing this report we have included staff, governors, parents and children and young people through questionnaires and meetings both formally and informally.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

Date presented to/approved by Governing Body:

December 2017