



# SEN Information Report

*October 2017*

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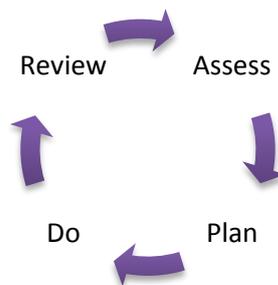
Local Offer Contribution: (website link): <http://www.monksdownprimary.co.uk/>

## **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:**

The Assessment Co-ordinator tracks the progress of all pupils termly. Children who have not made “expected progress” are identified and the class teacher prepares a plan of intervention to help these children progress. Parents/carers are within this plan. In some cases children may be assessed by our school Educational Psychologist or an outside agency eg.Speech and Language or SENISS in order to establish a child’s needs.

**Plan:**

Children with identified SEND now have a Pupil Profile, which describes their main needs and appropriate support. They receive support within school or via outside agencies, depending on their level of need. Children who are receiving School Support will take part in appropriate targeted intervention programme as identified by their class teacher. Some children who are working at a level significantly below their peers will need a more detailed Personal Learning Plan which includes specific targets. These identified outcomes will be established and shared with parents / carers.

**Do:**

The outcomes identified for children in their Individual Education Plan would be achieved by actions including:

- Interventions in Literacy/Numeracy
- T.A. support/differentiated work
- Learning Mentor Support
- In house counselling
- Outside agency involvement
- Small group workshops

**Review:**

The Pupil Profiles will be reviewed at least annually or more often if the level or type of need changes. For children with a Personal Learning Plan Personal Learning Plan, the achievement of outcomes will be reviewed. From this, the support given will be considered and in consultation with the child/parents and carers a new way forward will be planned, which in turn will inform the updated Personal Learning Plan for that child. Where a child's needs are being monitored through an Early Help Assessment Tool, reviews will take place generally on a three-monthly cycle. This can vary according to the level of need. EHC Plans are reviewed on an annual basis or more often if needs change significantly.

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:

### 1. Communication and interaction

If a child has a specific need in this area our school refers to SLT (Speech and Language Therapy). Children who need support with social interaction may be referred to ASD Pathways via outside agencies including the Educational Psychologist.

General referrals to the Paediatrician at Alder Hey may also be made.

In school children will have opportunities to work with small group situations and we run an ongoing 'Time to Talk' Programme in Foundation and Key Stage 1. We also use 'Black Sheep' speech and language intervention programmes where appropriate. Children with speech and language needs in Nursery will also be signposted to local SureStart children's centres for advice and support. Additionally, this year we have appointed a Teaching Assistant to work with children who have specific needs with communication and interaction. She is undertaking training in supporting children in this area and will assess children and deliver targeted interventions to individual children and to groups, initially in Foundation Stage and Year 1.

### 2. Cognition and learning

Children will be included in specific interventions if they have a particular learning need. If a child appears to have further issues with cognition and learning our school uses the services of SENISS and Educational Psychology to establish any specific needs. Children with specific learning difficulties such as dyslexia may be given coloured overlays when reading, support with spelling techniques and a multi-sensory approach to literacy.

### 3. Social, emotional and mental health

We have a school Learning Mentor and trained Counsellor who support children in this area. Our school also has "Circle Time" embedded into our curriculum to ensure the pupil's voice is heard. Our PHSE curriculum ensures children know how to keep safe, have knowledge of stranger danger, Cyber-bullying etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) as needed. We also have an allocated school nurse and work closely with our YPAS Seedling practitioner and the Outreach Service provided by Earnest Cookson School.

### 4. Sensory and/or physical needs

Children with physical or sensory needs will be supported as needed. Support may include an 'Intimate Care Plan' agreed with school and home for children who have needs in toileting. Children with sensory issues may be given 'fidget toys' to relieve stress, have a specific comfortable place to sit in whole class time or have their timetable adapted in order to meet their needs. Our school has a lift and disabled toilets on the ground floor.

As of October, we have 108 children receiving some form of SEN Support within school and/or are involved with outside agencies.

We have internal processes for monitoring quality of provision and assessment of need. These

include pupil interviews, meetings with parents, learning walks, data analysis, classroom observations and monitoring of work.

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

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

- Informing parents about their child's needs via the class teacher and/or SENCO - a letter with agreed intervention plans will be sent home.
- Opportunities for discussion also occur regularly when children have an EHAT or EHCP. Parents are also encouraged to meet with the SENCO and/or class teacher if they have a specific concern. A number of children who are not part of the EHAT or ECCP process are discussed with parents at regular TAC meetings.
- Parents meetings also occur at least termly and parent evenings take place each term.
- Every child has a written report sent home in Summer Term.

## **Staff development and Qualifications**

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**We are committed to developing the ongoing expertise of our staff. Staff training needs are audited and actions taken. Staff training has included:**

- ASD awareness training (Abbots Lea - Foundation staff)
- ASD awareness training (Abbots Lea – support staff including TAs)
- ASD awareness training (KS1 and 2 staff)
- Lexia update training (reading/spelling intervention - teaching staff)
- ADHD awareness training (ADHD Foundation – SENCO and TA)
- ADHD awareness training (Whole staff)
- ASD – Social Stories (Abbots Lea – Learning Mentor and TA)
- Speech and Language referral training (SENCO)
- ASD Basics 4 week course (TA x 2)
- Catch Up Literacy intervention (TA x 2)
- EHAT training (new staff in EYFS)
- Communication/SLT Blank Levels training (Various TA staff with targeted children in their class)
- Downs Syndrome Update training (TA x 1)
- Manual Handling Training (TA x 2)
- PIVATS 5 Training (SENCO + 1 Teacher)
- Evac Chair Training (Teacher, TA and Learning Mentor)
- Speech Support in the Classroom (TA)
- Receptive Language Workshop (TA)
- Positive Handling Training (10 staff)
- Termly SEN update training (SENCO)

## **Staff deployment**

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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.

Every class has a qualified Teaching Assistant to support the teaching of all children in the class, including those with special educational needs, and to deliver targeted interventions for individuals and small groups. A small number of Teaching Assistants are deployed throughout the school to specifically support children who have a particular physical or Special Educational need, subject to funding. Additionally a TA is employed specifically to support children with SLC needs. She is currently undertaking training in this area.

## **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 academic year, we supported two children with particular special educational needs with enhanced transition to their next phase in education. The School SENCO attended the LEA Transition meeting in June 2017 to ensure all vulnerable children and children with SEN had a smooth transition into secondary school. The SENCO passed over all documents and verbal information needed to the secondary schools to ensure children's needs were fully understood. We also arranged meetings in school where parents, teachers and secondary school staff could sit together and discuss a child's additional needs where further discussion and more detailed transition support was necessary. Similarly, transition plans were put into place for children with SEN who were moving phases within the school, e.g. from Nursery to Reception.

One child has recently returned from a full time, long term placement at the Language department in Four Oaks and has made very good progress. Another child is due to start a part-time placement at Four Oaks. Additionally, a child has returned from a short term placement in Blessed Sacrament behaviour support centre where he made some good progress. Progress of children working off the school site is monitored and we keep in regular touch with staff involved with a view to the pupil's return to Monksdown.

## **Complaints**

This year, no formal complaints were raised within school or via the LEA/Governors.

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

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During the academic year 2016-17 the outcome of children receiving targeted group support out of the classroom was good and support is continuing. The impact of all teaching and support staff delivering daily small group targeted phonics/spelling sessions is monitored. The Lexia program (reading and spelling intervention) was re-launched and is being used more regularly and in a carefully targeted way. Its impact is monitored and where children use it consistently they make accelerated progress in reading.

The continued use of EHATs when appropriate has strengthened the relationship between school, outside agencies and parents of children with particular needs and have contributed greatly to the feeling of partnership between school and home. The Liverpool EHAT Team have been extremely supportive.

The school's partnerships with outside agencies have continued to strengthen and we enjoy excellent, supportive and effective partnerships with Abbot's Lea (until Summer 2017), Bankview and Earnest Cookson Outreach (until Christmas 2017) Springwood Heath Outreach, the Educational Psychology Service, SENISS and Speech and Language Services. We are also developing our relationship with YPAS Seedlings, Advanced Solutions, Autism in Motion and the ADHD Foundation.

### **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year continue to include planned lesson observations, learning walks, further evaluation of data and pupils and parent feedback. Current interventions will continue although children's needs will be monitored and interventions will be added/adjusted accordingly. Staff needs and knowledge will be audited and identified needs addressed.

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

- SEN Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy
- Supporting Pupils with Medical Conditions Policy (under review)
- Safeguarding 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: 18.10.17**