



# SEN Information Report

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## 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 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 SEN 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 interventions and their progress will be monitored. Parents will be kept informed about interventions in place for their children. Some children with a particularly high level of SEN will have an Individual Education Plan written specifically for them to allow them to achieve identified outcomes and progress. These identified outcomes will be established and shared with parents / carers.

**Do:**

The outcomes identified for children 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:**

As a child's progress is reviewed, 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 any actions or new interventions for that child.

Having consulted with 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/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' and 'Well Comm' speech and language intervention programmes where appropriate. A designated Teaching Assistant works directly with some Reception pupils with particular speech and language needs. Children with speech and language needs in Nursery will also be signposted to local SureStart children's centres for advice and support.

## 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 for advice, and a Seedlings practitioner who works weekly with a small number individual children needing therapeutic input.

## 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, take part in basic sensory circuit work or have their timetable adapted in order to meet their needs. Our school has a lift and disabled toilets on the ground floor. Referrals to Occupational Therapy and Physiotherapy are made as required.

As of January 2019, we have 121 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, published and bespoke assessments 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 interventions/outcomes will be sent home.
- Opportunities for discussion also occur regularly when children have an Individual Education Plan, EHAT or EHCP.
- Parents meetings 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. Recent Staff training has included:**

- SPLD – good classroom practice (whole staff)
- Evaluating Provision (SENCO)
- Positive Handling (10 staff)
- Running a Social Skills Group (Learning Mentor and TA)
- ADHD Awareness Training (ADHD Foundation – whole staff)
- Lego Therapy (Learning Mentor and TA)
- Speech and Language Workshops (based on specific child's need training (TAs as identified)
- Downs Syndrome 4 week course (TA x 2)
- Catch Up Literacy Intervention (TA + SENCO)
- Termly SEN update training (SENCO)
- Sensory Processing Awareness (SENCO + 1 Teacher)
- Working with Pupils with ASD (3 Teachers)
- Behaviour Leadership (3 Teachers)
- Sensory Impairment (3 Teachers)
- Care and Control (3 Middle Leaders)
- Inclusive Provision in EYFS (2 EYFS Teachers)

## **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 support to help them to gain independence and prepare them 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, 2 qualified teachers (one part-time) are employed to deliver Literacy and Numeracy intervention in small groups.

## **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 eight children with special educational needs transition to their next phase in education. The School SENCO attended the LEA Transition meeting in June 2018 to ensure all vulnerable children and children with SEN had a smooth transition into secondary school. 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 and parent-staff meetings were put into place for children with SEN who were moving phases within the school, e.g. from Nursery to Reception.

One child in K.S.1 currently has a part-time placement at the Language department, Pleasant Street. Their progress is being reviewed regularly with a view to their 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 2017-18 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 continues to be monitored. The Lexia program (reading and spelling intervention) is being used in a carefully targeted way. Its impact is being monitored. Published interventions (Catch Up Literacy and Reading Recovery) continue to be used with carefully targeted pupils and are monitored.

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 school's partnerships with outside agencies have continued to strengthen and we enjoy excellent, supportive and effective partnerships with the Educational Psychology Service, SENISS, YPAS Seedlings and Speech and Language Services.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year 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
- Safeguarding Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Special Educational Needs and Code of Practice 0-25 Years
- Special Educational Needs and Disability Regulations 2014

**Presented to Governing Body: March 2019**