

## SEN Information Report

October 2017

SENCO: Kirsty Hamilton

SEN Governor: Anna Stokes

Contact: 0151 228 4069

Dedicated SEN time: Friday Morning - SEN Drop in Monday 3-4pm

Local Offer Contribution: [www.listerinfants.org.uk](http://www.listerinfants.org.uk)

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

### Mission Statement:

---

At Lister Infant School, we adopt a 'whole school approach' to special educational needs and disability (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued physical and mental health and well being.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

### 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.

### Assess:

When assessing a child 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 and parents 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/carers are actively listened to and recorded. Assessments are reviewed every half term in our school.

### Plan:

The teacher and SENCO 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. Children with greater need may well have outside agency involvement-planning will include strategies/resources and/or specialist assessments. This plan for outside agency involvement will stipulate what is required and who will be involved with the child/family.

### Do:

'Quality First Teaching' is the starting point for all children, delivered by skilled and dedicated staff. Alongside this and as part of the 'differentiation' process children may be identified to participate in small 'focused' provision' or 'intervention' groups. These activities/tasks may be delivered by; the class teacher, teaching support assistants, outreach support workers or specialist providers.

### Review:

Provision for all children is 'outcomes' based and therefore measurable, either in a quantitative or qualitative way. The child's class teacher, along with other staff, the child and child's family will review each child's progress and determine 'next steps'. All outcomes are fed back to the SENCO, any concerns raised are shared with a possible view to escalation if required. This may lead to further specialist assessment through the referral process or the requirement of additional, different resources.

Class teachers work closely with the school SENCO and regular progress meetings are held and documented.

Any outside agency that is working regularly with a child, liaises with the child's teacher, SENCO and parents/carers.

The SENCO conducts the reviews of children with more complex needs. This may involve outside agency involvement and are recorded as Team around the Child Meeting (TAC).

While the majority of learners with SEN will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision with an **EHC plan**. Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents and all other professionals involved with the child.

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

### 1. Communication and Interaction

Examples of some interventions:

- Language steps
- School Start Language Awareness.
- School Start Sound Awareness.
- School Start Language Awareness.
- Theraplay
- Time to Talk
- Socially Speaking
  
- Appropriate ICT software
- First, Now, Next boards
- Quiet Spaces/ Sensory Rooms
- Visual Timetables/ Visual Prompts
- Access to outside agencies/support

### 2. Cognition and Learning

Examples of some interventions:

- A2Z Phonics
- A2Z Read/Write
- ELS
- Precision Teaching
- Maths Intervention
- Talking Partners
- Talking Maths
- Direct Phonics
- First Class @ Number
- Better Reading Partnership
- Numbers Count
  
- Appropriate ICT software
- Visual, Auditory & Kinaesthetic learning activities
- Access to outside agencies/ support

### 3. Social, Emotional and Mental Health

Examples of some interventions:

- Theraplay
- Peer Massage
- Small social groups
- Time to Talk.
- Socially speaking
- Peer buddy system.
- Home/school diary
- Social stories.
- Small group SEAL.
- Sensory room/ quiet space.
- Lego Therapy
  
- Appropriate ICT software- Emwaves
- Access to outside agencies/support
- Consistent routines/ adults

### 4. Sensory and/or Physical Needs

- Change for Life Club
- Use of specialized resources e.g writing slope, enlarged text etc
- Appropriate ICT software/hardware
- Sensory room/ quiet space

(Reference: SEN Policy *January 2017*)

As of October 2017, we have **33** children receiving some form of SEN Support.

**28** were identified as having communication and interaction needs (including speech and language difficulties and problems with social interaction.

**2** was identified as having cognition and learning needs including maths, reading, writing and spelling etc.)

**1** were identified as having social, emotional and mental health needs including ADHD, ADD, Attachment Disorder and anxiety.

**2** were identified as having sensory and physical needs including disabilities such as those affecting sight and mobility)

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, pupil questionnaires, parent questionnaires learning walks 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:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
At reviews -parents and pupils voice recorded.	SENCO, Teacher who supports children with SEN, Class teachers , Parents/Carers and the child.	Each term or as required.
Our open door policy	All SLT, SENCO, all Class teachers.	Any time. We urge parents/carers to please let us know as soon as possible if they need support or they have any concerns about their child.
Use of Parent Questionnaires to capture views and opinions that serve to 'feed' into the School Development Plan.	Produced by HT. Sent out to Parents/Carers	Once a year Spring 2017 (most recent)
Confidential Information forms in new intake packs.  Induction sessions and meetings for new parents/carers and their child.	SENCO available to share information related to any additional needs of their child. To ensure a smooth transition into our school and help to enhance provision for the individual child.	Summer term
Transition Programmes for children with SEND when transferring to Juniors.	Parents/Children/ Infants SENCO / Junior SENCO/ Head teachers if required/ outside agencies.	Spring/ Summer Term.

## 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> )
JD	Reading	Qualified Reading Recovery Teacher
KH	Maths NASCO SEN AWARD	Qualified Numbers Count Teacher. Masters module in SEN co-ordination.
AH	Dyslexia Reading	NVQ Level 3 Better Reading Partner Theraplay Lego Therapy
JF	Dyslexia Reading	NVQ Level 3 Better Reading Partner Lego Therapy
JM	Maths	NVQ Level 3 First Class @ Number
NC	Maths Pastoral Care	HLTA First Class @ Number Lego Therapy Peer Massage

We are committed to developing the on-going expertise of our staff. We have current expertise in our school related to Dyslexia Friendly teaching ie. provision of a balance of visual, auditory and kinaesthetic activities. We provide visual support systems for all children that serves to help children on the Autistic Spectrum or those children that present with some traits of the condition. Children take part in oracy sessions in school that helps all children to use talk in their learning and express their ideas and opinions.

We provide daily phonics lessons supported by Jolly Phonics.

We have a trained Reading Recovery Teacher who supports staff with the Better Reading Partnership and a Numbers Count Teacher who supports staff with First Class@ Number programme.

All staff were trained on Information Carrying Words and Blank Level Questions by Christine Taylor (senior SPLT) as part of the Liverpool Speech and Language Project. With an increased focus on Early Years and early language acquisition but also supporting children with specific language difficulties throughout the school.

All TAs attended behaviour training delivered by Ernest Cookson (specialist school in behaviour) gaining insight in to what behaviour may be showing and how to deal with a range of situations. Staff were then given the opportunity to speak to staff about individual cases.

The SENCO attends the School Improvement SEN Briefings in November and March and cascades information to staff as required.

The SENCO was asked to become a member of the SEND forum to discuss city wide issues around SEN and giving schools voice as to changes and implications of change.

School has recently been awarded the Gold Inclusion Charter Mark from the Local Authority with regards to its policy and practices. (March 2017)

All staff have been trained on the use of clicker. An innovative software programme that develops children's reading and writing skills.

3 members of staff have been trained in Lego therapy to support communication difficulties.

Due to a 50% of SEN pupils being diagnosed ASD or on the ASD Pathway, school designated 2 INSET days to ASD support strategies from Abbot's Lea Specialist School to further develop ASD practice within the school. Autism in Practice & Understanding ASD behaviour and strategies. Staff questionnaire and feedback showed an increase in confidence in support ASD children within the school. (SEN Monitoring 2017)

## **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.

All classes have a Teaching Assistant who supports the class and individual children as required.

School have employed a Learning Mentor to add an extra layer of support to SEND pupils and families.

## **Finance**

---

Our SEN budget is used to fund the provisions outlined in the SEN section.

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.

## **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. We work closely with our partner schools in our SEN Consortia. At times, we share training from outside agencies across all schools, we share good practice and expertise.

We closely monitor children and young people's destination data. The SENCO ensures data/paperwork is transferred to transitioning school and a hand over meeting is held and paperwork signed.

The Infant SENCO and the Junior SENCO work closely together to ensure a smooth transition for SEND children entering the Junior school.

## **Admissions**

---

Admissions to Little Treasures, Nursery and in year admissions are to be made directly to the school.

If you are interested in your child coming to Lister Infant School please phone the school office and arrange a visit. Mrs Davies, Head teacher, or Miss Hamilton, Deputy Head teacher will gladly show you around the school.

School office 0151 228 4069

If your child is due to start in the Reception class, you need to apply directly to the local authority. Click on the link below and it will take you directly to the page.

<http://liverpool.gov.uk/schools-and-learning/school-admissions/>

## **Complaints**

---

Our complaints procedure is to contact the class teacher initially. She will answer any questions or concerns. If you feel that the concern has not been resolved please speak to Miss Hamilton (SENCO). Miss Hamilton will discuss the concern with Mrs Davies. If you remain dissatisfied please write a letter to the Governors and hand in to the school office.

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

---

End of Key Stage One progress analysis shows the impact of the extra training, support and intervention.

Key Stage One Progress report shows that 100% of SEND pupils made expected progress+ in reading, 100% making good progress+ and 86% making outstanding progress from their starting points compared to 58% non SEND. This is an increase from the previous year (50%).

In writing, 100% made expected progress or better, with 71% making good progress+ and 57% outstanding progress from their starting points compared to 50% Non SEND. An increase from the previous year (42%).

In mathematics, 100% made expected progress or better, with 86% making good progress+ and 57% outstanding progress from their starting points compared to 50% Non SEND. An increase from the previous year (42%).

Outstanding progress has increased in all areas due to the review of the curriculum with the increased opportunities for children to embed newly acquired skills and also the targeted support and layered intervention.

In Key Stage One the in school gaps between SEN and Non SEN pupils in reading have reduced from the previous year due to all the work and training completed as part of the School Development Plan. There was also an increase in SEN pupils achieving greater depth in reading this year due to the children accessing over 3 years of targeted and layered support.

The introduction of Team around the Child Progress Meetings has developed staff knowledge of interventions and how to support pupils effectively. The embedding of this system next year will improve outcomes for SEN pupils as staff develop more in depth knowledge and new staff are fully embedded.

The investment of Playleaders at lunchtime in the KS1 playground has supported SEN pupils hugely, which shows in the reduction of lunchtime incidents and meltdowns. Children are enjoying the structure and speak positively about lunchtimes. However, this highlights the Reception playground as an area for development and provision for those SEN pupils who have sensory difficulties. This will be a focus of SEN and EYFS plan this year 2017-2018.

End of Reception profile scores showed that there has been a decrease in pupils achieving a Good Level of Development, deeper analysis shows that this is due to the complexity of SEN within the cohort. However, progress for these pupils show that the majority of SEN pupils 80%+ make rapid gains in all areas of the Early Years Curriculum. The introduction of an extra TA this year, to support those more complex children, providing more targeted and intensive support should impact positively on Reception scores this year. (Focus 2017-2018)

## **SEND Pupils' Involvement in Wider Aspects of School Life**

---

78% of pupils identified as SEN Support have participated in extra-curricular activities in the last year such as science, Computer Club, Choir, Construction, Football, Zumba and Olympics club.

20% of pupils identified as SEN Support have represented the school as part of a sports team.

14% of pupils identified as SEN Support hold positions of responsibility or leadership e.g. pupil council, playground buddy, reading buddy.

### **Further development**

---

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

- Narrow the gap between SEN/NON SEN in maths in the EYFS.
- Narrow the in house gap between SEN/NON SEN writing in key stage one.
- Develop lunchtime provision for Reception pupils which results in fewer incidents.
- Embed the role of the Learning Mentor role to work alongside the SENCO in supporting children and families.
- Sensory Integration training for all staff and investment in sensory equipment and implementation.
- Reception and Year 1 have an additional TA to support those pupils who require classroom breaks/ sensory breaks which allows the class to operate unaffected and optimise performance.

In preparing this report we have included staff, parents and children and young people through our consultation process.

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

SEND Policy (January 2017)

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

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Signed:            K Hamilton                    (SENCO)**  
**Signed:            J Davies                                (Head Teacher)**  
**Signed:            A Stokes                                (SEN Link Governor)**

**Date presented to/approved by Governing Body: Ratified by Governors 2<sup>nd</sup> October 2017**