

Lister Infant School

SEND Information Report

November 2022

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SENDCO: Kirsty Gordon

SEND Governor: Shirley Fernandez

Contact: 0151 228 4069

Dedicated SEND time: 2.5 days - SEND Drop in Monday 3-4pm

Local Offer Contribution:

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, adapted 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 an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners and their parent/carers. 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 term in our school.

Plan:

The teacher and SENDCO agree in consultation with the parent and pupil the adaptations, 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 'adaption' 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. We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication. Mrs Gordon will support the teacher and problem solve and decide on effective implementation and assessments. The teacher, in consultation with the parent and pupil agree 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 Profiles and we review these as often as required but at least three times per year. The provision set out is arranged through our termly whole school provision maps.

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 SENDCO, 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 SENDCO and regular progress meetings are held and documented.

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

The SENDCO 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) or EHAT (Early Help Assessment Tool).

While the majority of learners with SEND will have their needs met in this way, some may require an application for Top Up Funding in order to extend support and resources or for 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.

Children and young people's SEND 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.
- Theraplay
- Time to Talk
- Socially Speaking
- Personalised speech therapy support designed by Speech Therapists for school to implement.
- Lego Therapy
- Play therapy
- Think Yourself Great.
- Appropriate ICT software
- First, Now, Next boards
- Quiet Spaces/ Sensory Rooms
- Visual Timetables/ Visual Prompts
- Early Talk Boost
- KS1 Talk Boost
- Wellcomm Assessment and intervention
- Sensory Circuits.
- Access to outside agencies/support

This year 2022/23 the school is working towards The Communication Friendly School Award, with 4 members of staff achieving Level 3 ELKAN Training. (Completed July 2020)

2. Cognition and Learning

Examples of some interventions:

- Little Wandle Keep Up Interventions
- Phonic Boost (PT)
- ELS
- Precision Teaching
- Maths Intervention
- Talking Partners
- Talking Maths
- 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

Lister Infants 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, Seedlings and Play Therapist 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, early trauma 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.

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
- Play therapy
- Think Yourself Great
- Appropriate ICT software- Emwaves
- ROAR Activities
- Sensory Circuits
- 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
- Quiet space

Our Supporting Children with Medical Needs policy outlines how we arrange provision for pupils with medical needs

(Reference: Supporting Children and Young People with Medical Conditions July 2022)

As of November 2022, we have **32** children receiving some form of SEND Support. Their primary needs are as follows:

26 are identified as having communication and interaction needs (including speech and language difficulties and problems with social interaction.

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

3 are identified as having social, emotional and mental health needs including ADHD, ADD, Attachment Disorder and anxiety.

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

All children have outside agency involvement.

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:

Action/Event	Who's involved	Frequency
Parent consultation meetings	Parent and staff	Termly
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 November 2022 (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 or as required through the year.
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
KG	Maths NASCO SEN AWARD	Qualified Numbers Count Teacher. Masters module in SEN co-ordination. Philosophy ROAR Trained Wellcomm Trained Elklan Trained
AH	Dyslexia Reading	NVQ Level 3 Better Reading Partner Theraplay Lego Therapy Think Yourself Great Phonic Support
NC	Maths Pastoral Care	HLTA First Class @ Number Lego Therapy Peer Massage Think Yourself Great Philosophy ROAR Trained Wellcomm Trained Elklan Trained Level 3
KJ	Reading Communication	Better Reading Partnership Think Yourself Great Talk Boost EYFS Elklan Trained Level 3 HLTA Phonic Support
AD	Communication	Talk Boost KS1
AH	Communication & Literacy	Talk Boost KS1
RM	Communication	Wellcomm Trained Hanen Project Trained
PD	Communication	Hanen Project Trained
AM	Communication	Wellcomm Trained Elklan Trained Level 3
JR	Communication & Literacy	HLTA Think Yourself Great Phonic Support

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 through the Little Wandle Letters and Sounds programme which is mapped out in a cumulative way, without adding too many elements of new learning at any one time. It also allows for significant periods of practice, consolidation and revision.

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.

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

The SENDCO was asked to become a member of the SEND forum to discuss city wide issues around SEND and giving schools an opportunity to voice opinions on changes and implications of change.

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

With mental health being high on the agenda, school once again invested in yoga this year (2022/23) for children and staff. This supported staff to develop their own practice as well as implement this in their classroom.

As the majority of the SEND register have communication needs, school are investing in becoming a communication friendly school 2022-2024, 4 members of staff completed training in 2020/21, 3 to Level 3 standard.

Another aspect is the embedding of Early Talk Boost for EYFS and KS1. Early Talk Boost is a targeted intervention which has shown to increase children's vocabulary by 6 months in 9 weeks.

Training 2021-2022

SEND Training	
Little Wandle Phonics Training and Interventions	All Staff
AFA Training	Mrs Davies, Mrs Gordon, Miss Haynes, Mrs White, Mrs Davin, Miss Kervin, Miss McGowan, Mrs Mullock, Miss Manley, Miss Daniels.
Supporting Self-Regulation	Mrs Johnston, Mrs Johnston, Miss Walsh, Mrs Mullock, Miss Manley
Supporting Neurodiversity in the EYFS	Mrs Johnston, Mrs Johnston, Miss Walsh, Mrs Mullock, Miss Manley, Miss McGowan
How to use Sensory Circuits effectively	Mrs Johnston, Miss Walsh, Mrs Mullock, Miss Manley
Action Jackson- UK Ambassador for Happiness- Well Being Training	ALL staff and children
Epilepsy Training	Mrs Gordon, Mrs Mullock, Miss Walsh, Miss McGowan, Mrs Johnston
First Aid Training	Mrs Moore, Mrs Johnston, Mrs Johnston, Miss Boyle, Mrs Riley, Miss Walsh, Mrs Gorevin, Mrs Jary, Mrs Hind, Mrs Day, Mrs Stronstad Mrs McFadden, Mrs Davidson.
Supporting and Identifying EAL & SEN	Mrs Gordon
Working Memory Training	Mrs Gordon, Mrs Davies
Metacognitive Training	Mrs Gordon
EHCP Masterclass Training	Mrs Gordon
Memory Training	Mrs Gordon, Miss Haynes, Mrs White, Mrs Davin, Miss Kervin, Miss McGowan, Mrs Mullock, Miss Manley, Miss Daniels.
SENISS- ASD Training	Mrs Davin
Introduction to ADHD and the principal strategies to support for NQTs	Mrs Davin

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. School employs support staff who are designated to one-to-one roles with pupils which is arranged through high needs funding applications to Liverpool City Council for eligible pupils or to add extra layer of support in cohorts with higher number of needs.

Support staff are provided with training opportunities to ensure that they have the skills and knowledge to support the children in the best way possible.

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.

- Additional members of support staff;
- Extensive CPD opportunities for staff;
- The purchase of specialist resources to enhance the access to the curriculum for all learners;
- Specific training for interventions;

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 SEND 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 SENDCO ensures data/paperwork is transferred to transitioning school and a hand over meeting is held and paperwork signed. In July 2022, we successfully transferred 10 SEND pupils to the Junior school and 1 child to a new school. (see parent comment sheets)

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

We also work closely with our feeder partners to ensure children and families transitioning in to Lister Infant School are well supported. If necessary we develop a transition plan in partnership with you, your child, the new/previous setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.

Admissions

Admissions to 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 Mrs Gordon, 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 Mrs Gordon (SENDCO). Mrs Gordon 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.

There were no complaints related to SEND provision last year (2021-2022).

Complaints Policy- [complaints policy September 2022 \(listerinfants.org.uk\)](https://listerinfants.org.uk/complaints-policy-september-2022)

What has and has not worked this year

Key Stage One data shows that 60% achieved the expected standard+ in reading (compared to 30% National 2019) which is broadly in line with previous years, proving that the support we give is helping us to diminish the difference and consistently support SEND pupils. 10% of SEND children achieved greater depth, deeper analysis shows that the children achieving greater depth have been with us since Nursery showing the impact of layered intervention and support over time.

In writing at key stage one, 50% of SEND pupils achieved the expected standard+ (compared to 22% National 2019) which is broadly in line with previous years. No SEND children achieved greater depth, however deeper analysis shows that the children made outstanding progress from starting points.

In mathematics at key stage one, 70% achieved the expected standard+ (compared to 33% National 2019) which is an increase in previous years, which demonstrates the embedding of the mastery maths is helping us to diminish the difference consistently. 20% also achieved greater depth, (National 5%). Deeper analysis shows that the children achieving greater depth have been with us since Nursery showing the impact of layered intervention and support over time.

Outstanding results in all areas is due to the review of the curriculum with the mastery approach, increased opportunities for children to practise and rehearse skills, the embedding of challenge and also the targeted personalised support and layered intervention.

School phonic check data at the end of year two, shows that 80% of SEND pupils achieved the phonic check which is above SEND National 48% 2019, showing the impact of the new phonic scheme, the daily opportunity to practise and rehearse skills taught, extra phonic sessions and support given to the pupils. 38% of Year one SEND pupils achieved the phonic check which is just below National 2019 (48%), this will be an area of focus for 2022-2023.

End of Reception profile scores showed that there has been an increase in pupils achieving a Good Level of Development (GLD) from baseline. However, no SEND pupils achieved a GLD, compared to 25% Nationally 2019. Deeper analysis shows 100% of these pupils made better than expected progress in all areas showing the impact of the SEND Teaching Assistant in the Reception class, allowing pupils with SEN needs to have a personalised plan and targeted support.

In EYFS, staff knowledge around communication has strengthened due to the Hanen Project in Nursery, Elklan and Wellcom training. All SEND pupils made better than expected progress in their language skills, narrowing the gap. However, there is still work to be done in this area to narrow the gap further.

Through school and Consortia, staff and children have access to highly skilled practitioners from a range of external agencies. (ADHD Foundation, Play Therapist, OSSME, Seedlings, CAMHs, Speech and Language Therapists) which has increased staff confidence in ensuring children are supported emotionally and socially as well as academically.

SEND pupils attendance/participation in all areas of school life is positive- SEND pupils hold jobs with responsibility, they are involved with sports competitions and are school council members.

We have invested in a Lunchtime Sports Coach to reduce incidents in the playground. The Sports Coach provides sporting activities to structure play to support those pupils who find playground free-time difficult. Sporting activities vary to encourage all pupils to engage in an active play with a focus on team building as well as skills.

Due to COVID, our usual parent support programmes have all been on line which has impacted on participation. This coming year we will reinstate our family support programme based in school with courses on nurture, mental health, ASD, ADHD, behaviour and language development.

Further development

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

- Developing Metacognition approaches across the whole curriculum- Metacognition is in all lessons and is at least consistently good resulting in all pupils from their starting points are making good or better progress in all subjects. Develop retrieval practices to support memory and learning.
- Become a communication Friendly School 2022-2024.
- Develop restorative conversations- develop behaviour policy.
- Continue to diminish the gap between SEN and Non SEN pupils in communication language and literacy within the EYFS. (Wellcomm/ Talk Boost)
- SEND Phonic implementation
- Embed Sensory Integration implementation.
- Parent training on ASD/ ADHD/ Behaviour.

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

Child Protection Policy

Teaching and Learning Policy

Assessment and marking policy

Accessibility Plan

Legislative Acts taken into account when compiling this report include:

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

Signed: K Gordon (SENCO)

Signed: J Davies (Head Teacher)

Signed: S Fernandez (SEN Link Governor)

Date presented to/approved by Governing Body: (to be ratified) January 2023