

SEND Information Report

October 2019

SENDCO: Kirsty Gordon

SEND Governor: Anna Stokes

Contact: 0151 228 4069

Dedicated SEND time: Friday Morning - 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, 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 term in our school.

Plan:

The teacher and SENDCO 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. We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication. 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 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.

SEND 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

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.
- Access to outside agencies/support

This year 2019/2020 the school is working towards The Communication Friendly School Award.

2. Cognition and Learning

Examples of some interventions:

- A2Z Phonics
- A2Z Read/Write
- ELS
- Precision Teaching
- Maths Intervention
- Talking Partners
- Talking Maths
- Direct Phonics 1&2
- 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
- Play therapy
- Think Yourself Great

- Appropriate ICT software- Emwaves
- ROAR Activities
- 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

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

(Reference: SEND Policy January 2019)

As of October 2019, we have **28** children receiving some form of SEND Support. Their primary needs are as follows:

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

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

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

0 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:

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	Produced by HT. Sent out to Parents/Carers	Once a year Summer 2019 (most recent)

School Development Plan.		
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
AH	Dyslexia Reading	NVQ Level 3 Better Reading Partner Theraplay Lego Therapy Think Yourself Great
JF	Dyslexia Reading	NVQ Level 3 Better Reading Partner Lego Therapy
NC	Maths Pastoral Care	HLTA First Class @ Number Lego Therapy Peer Massage Think Yourself Great Philosophy ROAR Trained
KJ	Reading Communication	Better Reading Partnership Think Yourself Great Talk Boost EYFS
AD	Communication	Talk Boost KS1
AH	Communication & Literacy	Talk Boost KS1

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 (Multi-sensory approach to 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.

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 voice as to 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 dedicated 5 half days to mindfulness training and yoga this year. 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 2019-2020 by completing ELKLAN Training.

As part of this all staff will have speech and language training and 2 teachers will be accredited. 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.

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. Some members of support staff are designated to one-to-one roles with pupils which is arranged through high needs funding applications to Liverpool City Council for eligible pupils

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;
- Resources to support physical/sensory needs;
- 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 2019, we successfully transferred 12 SEND pupils to the Junior 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.

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 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 (2018-2019).

What has and has not worked this year

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

Key Stage One data shows that 42% achieved the expected standard+ in reading (compared to 30% National 2019) which is broadly in line with the previous year, proving that the support we give is helping us to diminish the difference and consistently support SEND pupils. 17% also achieved greater depth (National 5% 2019). Deeper analysis shows that the children achieving greater depth have been with us since Nursery showing the impact of layered intervention and support.

In writing, 42% of SEND pupils achieved the expected standard+ (compared to 22% National 2019) which is an increase on the previous year (33%). We also had 8% achieve 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.

In mathematics, 42% achieved the expected standard+ (compared to 33% National 2019) which is broadly in line with last year, (25%) proving that the support we give is helping us to diminish the difference consistently. 17% 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.

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

In Key Stage One the decrease in school gaps between SEN and Non SEN pupils in writing is due to all the work completed as part of the school development focus- progression in skills for writing, non-negotiables, focus on spelling.

End of Reception profile scores showed that there has been an increase in pupils achieving a Good Level of Development. 50% of SEND pupils achieved a GLD, compared to 33% previous year and 25% Nationally. This shows the impact of the extra TA in the Reception class, allowing pupils with SEN needs to have a very personalised plan and targeted support. It also shows the impact of the revamped continuous provision and training for staff (BRP, Think Yourself Great 2018). Also 75% of SEND parents accessed the EASYPeasy app supporting their child's learning at home.

We ran 1 successful parent workshops. One on ASD- Surviving Christmas, which was well attended and feedback showed 100% were delighted with the course and had gained knowledge and activities to complete with their child. Parents wanted more training on ASD and ADHD.

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.

SEND Pupils' Involvement in Wider Aspects of School Life

65% of pupils identified as SEN Support have participated in extra-curricular activities in the last year such as Science, Choir, Construction, Football, Running, Art, Healthy Eating club.

10% of pupils identified as SEN Support have represented the school as part of a sports team.

12% 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:

- Become a communication Friendly School. (ELKLAN Training)
- Nursery staff participate in EEF Trial (Learning Language and Loving it!)
- Purchase and implement WELLCOMM assessment and intervention.
- Embed Talk Boost within EYFS and Key Stage 1.

- Diminish the gap between SEN and Non SEN pupils in communication language and literacy within the EYFS.
- Writing at key stage 1 remains an area of focus-focus on vocabulary and spelling and grammar.
- Sensory Integration training for all staff and investment in sensory equipment and implementation.
- Develop lunchtime provision for Reception pupils which results in fewer incidents.
- CPD Training on ASD/ ADHD/ Attachment/ Sensory.
- 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 (January 2019)

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: A Stokes (SEN Link Governor)

Date presented to/approved by Governing Body: (to be ratified) January 2020