

SEND Information Report

November 2020

SENDCO: Kirsty Gordon

SEND Governor: Gill Price

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 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 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. 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 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.

Coronavirus

Lister Infants is committed to ensuring that standards of inclusion are maintained during the Coronavirus outbreak.

We are following the Dfe guidance documents:

https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19?utm_source=67154f47-8b28-4f1c-98a0-9649cd594005&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

In line with these documents children with EHC plans have an individualised risk assessment which will be maintained through their transition back to school. We will work with parents and carers to support identified children to transition back to school in line with their needs, using a range of approaches including social stories, contact with key staff and phased returns.

Where children are working from home in a blended or lockdown scenario they will be supported to access learning as much as possible. Support for families is available from the SENDCo, Learning Mentor and external services such as the Educational Psychologist, ADHD Foundation, OSSME and SENISS.

Risk assessments have been completed to enable external specialists to work with children, and for intervention groups to happen in school where this is needed. Our approach to groups will minimise staff working across defined class “bubbles” and key stages. Social distancing will be applied by staff working with different groups of children.

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

In March 2019 we began a Service Level Agreement with OSSME (Autism Initiatives) which provides us with regular support from a specialist outreach teacher. OSSME have continued to support families remotely during Lockdown and have provided staff training.

This year 2020/21 the school is working towards The Communication Friendly School Award, with 6 members of staff undertaking ELKLN Training.

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

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**
- **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**
- **Sensory circuits**

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

(Reference: SEND Policy September 2020)

As of November 2020, we have **28** children receiving some form of SEND Support. Their primary needs are as follows:

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

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

7 were 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 Summer 2019 (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 Training (currently)
AH	Dyslexia Reading	NVQ Level 3 Better Reading Partner Theraplay Lego Therapy Think Yourself Great
NC	Maths Pastoral Care	HLTA First Class @ Number Lego Therapy Peer Massage Think Yourself Great Philosophy ROAR Trained Wellcomm Trained Elklan Training (currently)
KJ	Reading Communication	Better Reading Partnership Think Yourself Great Talk Boost EYFS Elklan Training (currently)
AD	Communication	Talk Boost KS1
AH	Communication & Literacy	Talk Boost KS1
RM	Communication	Wellcomm Trained Hanen Project Trainee
PD	Communication	Hanen Project Trainee
JJ	Communication	Wellcomm Trained
AM	Communication	Wellcomm Trained

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 once again invested in yoga this year 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 2019-2021 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.

In preparation for the children returning to school, training completed to support transition.

SEND Training	
Nasen Early Years Senco Masterclass	SENCO
CAMHs ACES and Trauma Informed Practice	SENCO & Learning Mentor
CAMHs Managing a Child's Worry	SENCO
CAMHs Attachment	SENCO
PDA- Pathological Demand Avoidance	SENCO- Learning Mentor
Isabella Trust Sensory Training	Learning Mentor
Preparing Autistic & SEND Children for going back to School	SENCO
Trailblazer	Learning Mentor, HT, SENCO
Emotional Regulation	Learning Mentor
Toilet Difficulties	Learning Mentor
Eating Difficulties	Learning Mentor
Sleep Difficulties	Learning Mentor
Autism in the Early Years	Learning Mentor
Autism & Anxiety	Learning Mentor
Sensory Stories	Learning Mentor
Resilience	Learning Mentor

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 2020, we successfully transferred 6 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.

We also work closely with our feeder partners to ensure children and families transitioning in to Lister Infant School are well supported.

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.

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 (2019-2020).

What has and has not worked this year

Working closely with families and SEND pupils, particularly during COVID 19 Lockdown and on return to school.

Ensuring SEND pupils had support needed through school and external agencies pre, during and post lockdown.

Staff knowledge around communication has strengthened due to Hanen Project in Nursery, Elklan and Wellcom training.

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)

SEND pupils attendance in all areas of school life- jobs with responsibility, sports competitions, school council etc.

The ADHD Foundation ran 2 successful parent workshops for us. They were well attended and parental feedback was positive. Parents would like more support for behaviour.

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

71% 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.

8% of pupils identified as SEN Support have represented the school as part of a sports team.

8% 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 year include:

- Become a communication Friendly School. (ELKLAN Training)
- Nursery staff participate in EEF Trial (Hanan Learning Language and Loving it!)
- Embed 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/ Mental Health Training- Trailblazer project.
- Parent training on ASD/ ADHD/ Behaviour.
- Ensure remote learning is accessible for SEND pupils.

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 (September 2020)

Child Protection Policy

Teaching and Learning Policy

Assessment and marking policy

Accessibility Plan

Supporting Pupils with Medical Needs policy

Legislative Acts taken into account when compiling this report include:

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

COVID-19

As of 20th March 2020, schools across the UK closed as a National lockdown began. SEND support continued during this unprecedented time.

In terms of support for SEND children; the school SENDCo continued to liaise with parents/carers weekly by phone and email (or more frequently depending on need). Families had access to emergency mobile number and support email. During weekly phonecalls, families were regularly sign-posted to online/remote channels of specialist support or therapeutic services. Some families continued to have support from external agencies such as ADHD Foundation, OSSME, Play Therapist and Educational Psychology under the supervision of the SENDCo. The SENDCo continued to liaise with outside agencies and completed reports for ASD/ ADHD Pathway referrals and made contact with Local Authority/ specialists to support families at home.

On occasions. social distanced home visits were carried out and records of these were made.

EHAT reports and remote meetings continued as required. Both internal (year-to-year) and external (Year 2 – Year 3) transitions were carried out for all school children, with individual transitions still taking place. These to place by; remote conversations with parents/carers, letters home from class teachers, transition presentations uploaded to the school website, virtual tours of the Year 3 feeder school being uploaded to YouTube; our own virtual tour of each year group

provision for new starters and pupils. The Infant school SENDCo, the Junior school SENDCo and Educational Psychologist had a remote handover meeting to ensure the Junior school were ready to receive the new cohort.

The SENDCo created a COVID 19 section of the website with a wealth of information on COVID 19 and where to find support if required. The SENDCo tweeted regular updates. All staff contacted families and set remote learning for all pupils including SEND pupils.

Signed: K Gordon (SENCO)

Signed: J Davies (Head Teacher)

Signed: G Price (SEN Link Governor)

Date presented to/approved by Governing Body: (to be ratified) January 2021