



**Respect for all. Learners for life**

# Lister Infant School

## SEND Information Report

November 2024

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SENDCO: Kirsty Gordon

SEND Governor: Shirley Fernandez

Contact: 0151 228 4069

Dedicated SEND time: 2 days - SEND Drop in Wednesday 3.15-4pm

Local Offer Contribution:

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

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

## Mission Statement:

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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, 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:

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High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of 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 'adaptation' 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.

## SEND Needs:

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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 available in school:

- 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

The school is working towards The Communication Friendly School Award, with 4 members of staff achieving Level 3 ELKLAN Training.

### 2. Cognition and Learning

Examples of some interventions available in school:

- 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
- 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)

The school works closely with the ADHD Foundation, Seedlings and a Play Therapist to access 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 available in school:

- Consistent routines/ adults
- Theraplay

- Peer Massage
- Small social groups
- Time to Talk.
- Socially speaking
- Peer buddy system.
- Home/school diary
- Social stories.
- Sensory room/ quiet space.
- Lego Therapy
- Play therapy
- Think Yourself Great
- Appropriate ICT software- Emwaves
- ROAR Activities
- Sensory Circuits
- NEST room- Nurturing Emotional Stability Therapeutic room.
- Access to outside agencies/support

#### 4. Sensory and/or Physical Needs

- The school is accessible.
- 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 2023)**

As of November 2024, we have **39** children receiving some form of SEND Support, including 2 Education, health Care plans. Their primary needs are as follows:

30 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.)

6 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 drop ins, 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 October 2024 (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 Mental Health Lead Trained
KJ	Reading Communication	Better Reading Partnership Think Yourself Great Talk Boost EYFS Elklan Trained Level 3 HLTA Phonic Support Little Readers Parent Group
AD	Communication	Talk Boost KS1
AH	Communication & Literacy	Talk Boost KS1
PD	Communication	Hanen Project Trained Wellcomm Trained
AM	Communication	Wellcomm Trained Elklan Trained Level 3
JR	Communication & Literacy	HLTA Think Yourself Great Phonic Support
LM	Communication	Wellcomm Trained

We are committed to developing the on-going expertise of our staff. 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) and is currently working towards the Inclusion Quality Mark – Autumn Term 2024.

With mental health being high on the agenda, school once again invested in yoga this year (2023/24) 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, 4 members of staff completed training in 2020/21, 3 to Level 3 standard.

Another aspect is the embedding of the Wellcomm assessment and intervention and 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. Wellcomm helps school to identify pre-school and primary school children who are experiencing barriers to speech and language development so that we can intervene early and support them in their education journey.

### **Training 2023- 2024**

SEND Training	
SENSORY processing Training	All Staff
Inclusion Quality Mark INSET	All Staff
Go Outside Forest School Training	All Staff
Emotion Coaching	All Staff
Nurture Course Training	L Walsh
Positive Handling	L Walsh, C White, K Gordon
Drawing & Talking	A Williams K Gordon
Attendance	P Wolfe
Adaptations	All Staff
“I behave like this because I trust you”: Responding to extreme behaviours in children	J Davies, K Gordon
Empowering teaching staff to de-escalate extreme behaviours in children: A senior leader’s perspective	J Davies, K Gordon
MHST – early identification	Teaching Staff
Consortia	J Davies, K Gordon
Wisgit Online	Teaching Staff
Mental Health Leads: working with parents, families and carers.	C White
A Parents’ Perspective on Mental Health	C White
PDA	E Kervin, A Williams

### **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.



## **Finance**

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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**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. 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 2023, we successfully transferred 16 SEND pupils to the Junior school. 1 child had an EHCP. (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**

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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**

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Our complaints procedure is to contact the class teacher initially. They 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 (2023-2024).

## What has and has not worked this year

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**Key Stage One** data shows that 32% achieved the expected standard+ in reading (compared to 28% National 2023). 13% of SEND children achieved greater depth (5% National Data 2023), 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, 19% of SEND pupils achieved the expected standard+ (compared to 19% National 2023). No SEND children achieved greater depth, however deeper analysis shows that the children made outstanding progress from starting points. (1% Greater Depth National Data 2023).

In mathematics at key stage one, 31% achieved the expected standard+ (compared to 32% National 2023). 6% also achieved greater depth, (5% National Data 2023), 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.

The good results in all areas is due to the implementation of sensory circuits to support pupils' regulation, 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 62% of SEND pupils achieved the phonic check which is above SEND National 59% 2023, 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. 59% of Year one SEND pupils achieved the phonic check which is above National 2023 (48%).

End of Reception profile scores showed that there has been an increase in pupils achieving a Good Level of Development (GLD) from baseline. 45% of SEND pupils achieved a GLD, compared to 24% Nationally 2023.

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. We will continue to target children and parents for continued support with early language, reading and phonic skills.

Through school and Consortia, staff and children have access to highly skilled practitioners from a range of external agencies. (ADHD Foundation, Play Therapist, Seedlings, CAMHs, Speech and Language Therapists) which has increased staff confidence in ensuring children are supported emotionally and socially as well as academically. This year, all staff had access to Creative Education so they could bespoke their SEND training to fit with their cohort of pupils' needs.

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 continued to invest 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. We have also introduced a 'quiet zone' for those children who want a quieter lunchtime to reduce sensory overload.

Our popular family support programme was successful with courses on nurture, mental health, ASD, ADHD, behaviour, language development, early reading, phonics and maths. All courses were well attended and parents felt that they had furthered their skills and developed strategies to support their child.

### **OFSTED Quotes on SEND Provision (March 2023)**

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*“Pupils with special educational needs and/or disabilities (SEND) receive good support and are fully included in all aspects of school life. This is particularly so in English and mathematics. Staff receive regular and effective guidance about how to support pupils with SEND. Parents of pupils with SEND feel that ‘their hand is held’ in supporting them. This means that the needs of pupils with education, health and care plans or those with significant needs are very well catered for. Occasionally, for some pupils with SEND, in some subjects, such as geography, support is not always matched closely enough to their needs.”*

### **Further development**

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

- Continue to develop adaptations for SEND pupils in foundation subjects.
- Become a communication Friendly School
- Embed Sensory Integration implementation.
- Develop Self- Regulation Strategies- Zones of Regulation implementation.
- Continue to develop Forest School to support self-regulation and promote positive mental health.
- Parent training on ASD/ ADHD/ Behaviour/ Mental Health/ Early Reading/ Maths skills
- Achieve Inclusion Quality Mark.

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  
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

**Signed: K Gordon (SENCO)**  
**Signed: J Davies (Head Teacher)**  
**Signed: S Fernandez (SEN Link Governor)**

**Date report will be presented to/approved by Governing Body: January 2025**