



SEND Information Report

September 2017

EYFS SENCO: Natalie Nichols Key Stage1/KS 2 SENCO: Jane Walker

SEN Governor: Kirsty Hall (Currently on Maternity leave)

Contact: Mr N Verdin

Dedicated SEN time: EYFS 1x morning per week, KS1/KS2 2 days per week

Local Offer Contribution: www.pleasantstreet.primary.co.uk

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centered 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. (**Reference:** Teaching & Learning Policy 2017)

Assess: All pupils are rigorously tracked in English and Maths. If there are concerns about progress or if any child needs extra support then this is identified after a period of monitoring and acted upon.

Plan: All teachers use high quality teaching and will adapt activities to support all the pupils in their classes. This may take the form of in-class differentiated work, small group intervention or individual support.

Do: Interventions, taken either by a teacher or learning support assistant, may take place daily or weekly depending on need. Teachers monitor the success of these interventions by assessing the impact on pupil's progress.

Review: Initially the class teachers will review the child's progress. If deemed necessary, support from outside agencies may be advised and discussed with the parents.

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 our internal/external providers and ourselves into account.

SEND Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
Language programmes e.g Talking Partners

2. Cognition and learning

Small Intervention groups, Precision teaching, IEP's, Little Big Maths, Big Maths, R M Maths and Phonics booster.

3. Social, emotional and mental health

School Counsellor sessions, play therapy, behaviour support from Clifford Holroyd and Educational Psychologist.

4. Sensory and/or physical needs

Physiotherapy, keyboard skills, use of laptops, finger grips, fine and gross motor skill activities. Support from sensory service/occupational therapists/physiotherapists.

(Reference: SEN Policy September 2017)

As of *September 2017*, we have 36 children or young people receiving some form of SEN Support within our mainstream classes. In our Speech and Language Resource we have provision for up to 32 children on a part time basis. We currently have one child with an EHC Plan.

We have internal processes for monitoring quality of provision and assessment of need. These include data analysis, book scrutiny, lesson observations, review meetings and learning walks.

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
Parents Evening	Class teacher, Head teacher and SENCOS available	Twice Yearly
IEP Reviews, Pupil Profiles	Class teachers, where appropriate children aware of targets	Termly
Inset/training	Parents, staff, TA's	Varies, occurs when suitable training arises
Transition from EYFS to KS1	EYFS SENCO, Head Teacher, EYFS Parents, Yr 1 teacher	A morning/afternoon for professionals to transfer information
Transition from Juniors to Secondary	Head teacher, KS1, 2 SENCO, Yr 6 children and Parents	Transfer days set by Secondary schools and additional days where required
Open door policy to all staff and SENCOS	All staff, Head teacher, SENCO's	Before and after school days
External agency appointments e.g. EP, Aigburth High	Bank View, SENISS, Clifford Holyroyd, Educational Psychologist	Dates depend on allocations from Consortia

Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Name	Role	Level of Qualification
Natalie Nichols	EYFS SENCO, EYFS Lead, Nursery Class teacher	BA QTS (Hons) PG Cert Advanced Educational Practice SENCO National Award PG Cert, NPQSL
Jane Walker	KS1/KS2 SENCO, Speech and Language Resource Teacher	BSc (Hons) Psychology PGCE MA Special Needs Education Level 3 counselling skills
Cherie Gilchrist	Deputy Head, Interventions Manager	NPQH MA Primary Education

This year, we have put in additional training into assisting our Teaching Assistants to supporting children with a range of SEND. Our SENCO's attend the School

Improvement Briefings in March and November. The KS1/KS2 SENCO has also had training on Neurodevelopmental conditions including ASD and ADHD and other issues relating to mental health. We are also aiming towards achieving the Inclusion Charter Mark: aiming to have this Kite mark within 2017 and the Dyslexia Friendly School Award.

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.

Learning Support staff (LSA/TA) in Pleasant Street Primary School are deployed on a child centred, needs driven basis and as such they are located where the highest needs are at any particular group or class within the school. A learning support assistant is attached to each year group. A LSA is deployed to carry out intervention groups. We have two pupils who have full time 1-1 adult support.

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.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities transition to the next phase in education.

Our approach involved liaising with the Secondary school that each child was transitioning to and updating them of their individual needs. In the case of our child with a Statement, the SENCO and parent went to look around a number of schools and talked with a number of professionals as to where she would be best placed. After the decision was made the SENCO liaised closely with the SENCO of the Secondary school and timetable of introductory sessions were set up.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is available on request to the Head teacher via the school email address.

This year we have had 0 complaints.

What our school has been developing over this year

Y6 2017 SEN Performance without Class 7 (Speech and Language Resource base):

	Number of pupils achieving expected standard	% of pupils achieving expected standard
Reading	4/8	50
Writing	2/8	25
Maths	4/8	50

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Y6 2017 SEN Performance with Class 7 (Speech and Language Resource base):

	Number of pupils achieving expected standard	% of pupils achieving expected standard
Reading	4/11	36
Writing	2/11	18
Maths	4/11	36

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development. We are committed to additional training for our Learning Support Assistants to enhance quality of the interventions. We are also aiming to achieve the Inclusion Charter mark and Dyslexia Friendly school award.

Relevant school policies underpinning this SEND Information Report include:

SEN Policy 2017

Teaching and Learning Policy 2017

Marking Policy 2017

Equal Opportunities Policy 2017

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

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