



SEND Information Report

September 2018

EYFS / Key Stage1 / KS 2 SENCO: Jane Walker

SEN Governor: Kirsty Hall

Interventions Manager : Cherie Gilchrist

Contact: Mr N Verdin

Dedicated SEN time: 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.

Completed by J. Walker September 2018
Pleasant Street Primary School

Assess: All pupils are rigorously tracked in English and Maths and in all areas of the curriculum. If there are concerns about progress or if any child needs extra support then this is identified after a period of monitoring and will be 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. The success of these interventions is monitored 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

Children with speech, language and communication needs have difficulty saying what they want to (expressive language, phonology), understanding what is being said to them (receptive language) or understanding and using social rules of communication (social communication).

Children with ASC (Autistic Spectrum Condition).

Interventions include Speech Therapy, Lego Therapy, use of Social Stories / visuals and 'Time To Talk'.

2. Cognition and Learning

Children with cognitive and learning difficulties may have greater difficulty than most pupils in acquiring basic literacy or numeracy skills or in understanding concepts even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) where pupils are likely to need support in all areas of the curriculum through to profound and multiple learning difficulties (PMLD) where children have severe and complex learning as well as a physical or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning and include dyslexia, dyspraxia and dyscalculia.

Interventions include precision teaching, spelling programs, Occupational Therapy, Physiotherapy, technology and specialist resources / equipment.

3. Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties

which may present in many ways such as becoming withdrawn and isolated or displaying challenging behavior. This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes mental health difficulties such as anxiety, depression, self-harming and eating disorders,

Interventions include counselling, play therapy, art therapy, Therapy dog, Equine therapy (Shy Lowen) and nurture group.

4. Sensory and/or Physical needs

Sensory or physical needs includes children who may have a visual and/or hearing impairment or a physical need which means they require additional ongoing support and equipment.

Interventions include specialist equipment (e.g. hearing aids), keyboard skills, use of technology, Support from Sensory Service, Occupational Therapy, Physiotherapy.

(Reference: SEN Policy September 2018)

As of September 2018, we have 32 children receiving some form of SEN Support within our mainstream classes. In our Speech and Language Resource we have provision for 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 SENCo available	Twice Yearly
Target Reviews, Pupil Profiles	Class teachers, Phase Leaders, SENCo and where appropriate children involved in and aware of targets.	Termly
Inset/training	Parents, Head Teacher, teaching staff, TA's, all other staff	Varies, occurring when suitable training arises / required.
Transition from EYFS to KS1, KS1 to KS2	SENCo, Head Teacher, EYFS Parents, EYFS, Yr1, Yr2, Yr3 staff. SENISS if	A morning/afternoon for professionals to transfer information / pupils visit

	necessary.	new class.
Transition from Juniors to Secondary	Head teacher, Year 6 staff, SENCo, Yr 6 children and Parents, Yr 7 staff / High School SENCo	Transfer days set by Secondary schools and additional days where required
Open door policy.	All staff, Head teacher, Phase Leaders, SENCo parents.	Before and after school days.
External agency appointments e.g. EP, SENISS, Springwood Heath	SENISS, Educational Psychologist, Family support Worker, CAMHS, parents, pupils.	Dates depend on allocation / need.

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 (Currently on secondment with Liverpool Improvement Team)	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 in Education Level 3 Counselling Skills. (Currently working towards Level 4)
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 attends the School Improvement Briefings in October and March. The SENCo has also had training on Neurodevelopmental conditions including ASC, ADHD and issues relating to mental health.

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. At least one learning support assistant is attached to each class. We have one pupil who has 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 involves liaising with the Secondary school that each child was transitioning to and updating them of their individual needs. In the case of children with an EHC Plan, the SENCo and parent go to look around a number of schools and talk with a number of professionals as to where she would be best placed. The SENCO liaises closely with the SENCo of the Secondary school and introductory sessions are 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.

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 on how this impacts on development. We are committed to additional training for our Learning Support Assistants to enhance quality of the interventions.

Relevant school policies underpinning this SEND Information Report include:

SEN Policy 2018

Teaching and Learning Policy 2018

Marking Policy 2018

Equal Opportunities Policy 2018

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005