



SEND Information Report

2022 - 2023

SENDCo: Natalie Nichols

SEND Governor: Kirsty Hall

Interventions Manager: Emma Keogh

Contact: Mr N Verdin

Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=9HGz1gVAMc&localofferchannel=8-7>

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.

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 SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Starting from the Early Years Foundation Stage (EYFS) there is a strong emphasis on communication and interaction. EYFS staff are trained to deliver WellComm. The WellComm Early Years toolkit enables us to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. This programme of intervention boosts children's skills significantly. 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). This broad area includes children with ASC (Autistic Spectrum Condition).

Interventions include: Speech and Language Therapy, use of Social Stories/visuals, 'Time to Talk', Lego Play Therapy and Wellcomm. Last academic year and for the next we have commissioned a service called Chatterbug as an early intervention tool for our younger children in Early Years. Last academic year we have part of a pilot and have delivered the Nuffield Early Language Intervention (NELI) within our Reception class. We have used this programme again this academic year with positive outcomes for children.

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, pre teaching, spelling programs such as Word Wasp, Nessy (6 – 11 years), Spelling Shed, Occupational Therapy, Numberstacks, TT rockstars, 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, ‘Time to Talk’ Equine therapy (Shy Lowen) and Lego play therapy. This academic year we have commissioned an outreach provider, OSSME (ASD/ADHD Initiatives) to support children and their families.

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, Fine motor programme, and Physiotherapy. (Reference: SEN Policy September 2023)

As of July 2023, we have 59 children receiving some form of SEND support within our mainstream classes. We have 8 children who have Education Health Care Plans and 3 children have a one to one personalised support learning assistant.

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

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, One-page 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, Yr1, Yr2, Yr3 staff.	A morning/afternoon for professionals to transfer information / pupils visit new class
Transition from Juniors to Secondary	Head teacher, Year 6 staff, SENCo, Yr 6 children and Parents, Yr 7 staff / High School SENCo, Educational Psychology advise is sought if necessary.	Transfer days set by Secondary schools and additional days where required (dependent on COVID 19 guidance)
Open door policy	All staff, Head teacher, Phase Leaders, SENCo, parents.	Before and after school days
External agency appointments e.g. EP, SENISS, Speech and Language Therapists	SENISS, Educational Psychologist, Family support Worker, Talk about Town, 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	Assistant Head Teacher, SENCo	BA QTS (Hons) PG Cert Advanced Educational Practice SENCO National Award PG Cert, NPQSL
Kirsty Sparrow	Family Liaison Officer	B Ed. Maths, Early Childhood Development. Portage training, EHAT training, PTTLs training.
Lorna Wilson	School Counsellor	Level 4 Certificate in Therapeutic Counselling Level 4 Certificate in Counselling Children Level 3 Certificate in Counselling Studies Level 2 Certificate in Counselling Skills

This year, we have put in additional training into assisting our Teaching Assistants to supporting children with a range of SEND. Additionally, teaching staff have completed twilight training on Sensory Processing Awareness. The SENDCo attends the Inclusion and SEND Termly School Improvement Briefings in addition to half termly consortia meetings.

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 at Pleasant Street Primary School are deployed on a child centered, 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 3 pupils who have personalised 1-1 adult support.

We have a Family Liaison Officer within school who works closely with both children and their families. Their role is to support the school's pastoral team in practical support for our young people and families. We also have a school Counsellor who works on a 1-1 basis with identified children, 2 days a week.

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 transitions to and update 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 the young person would be best placed. The SENCO liaises closely with the SENCo of the Secondary school and introductory sessions are set up. City wide SEND transition meetings are also attended by the school SENCo.

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

Complaints

Our complaints procedure is available on the school website.

This year we have had 0 complaints.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include the continuation of monitoring focusing on learning walks, evaluation of data, pupils and parent feedback and collaboration on how this impact on development. We are committed to additional training for our Learning Support Assistants to enhance quality of the interventions provided.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy 2022
- Teaching and Learning Policy 2022
- Marking Policy 2022
- Equal Opportunities Policy 2022
- Assessment Policy 2022
- Child Protection Policy 2022

Legislative Acts taken into account when compiling this report include:

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

References

Liverpool's SEND Approach Handbook

https://search3.openobjects.com/mediamanager/liverpool/fsd/files/graduated_approach_2021.pdf

Special Educational Needs and Disability Code of Practice (0 – 25)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf