



SEND Annual Information Report

July 2021

How does the school identify children with special educational needs?

Concerns can be raised by the child's class teacher, a parent/carer or the child.

- If there is a change in the child's progress or behaviour the teacher will try different strategies to support the child.
 - The class teacher will have a discussion with the SENCo to discuss additional support/ resources that can be incorporated into the classroom environment.
 - An 'Enhanced Quality First' Monitoring form will be completed by the class teacher and SENCo. (See attached appendix A)
 - The teacher will monitor the impact this in class additional support has over two half terms.
 - If very little or no impact has been observed, the teacher will complete the internal referral form. (See attached Appendix B).
 - The SENCo will observe the child in his or setting and may then seek additional advice from the school Inclusion Consultant.
 - The school SENCo and class teacher will meet with the child's parents to inform them of schools concerns, to gain an understanding of the parent's views and to request permission for referrals to be made to outside agencies.
 - If required, referrals will then be made to the appropriate external agencies depending on the child's needs i.e. Occupational Therapy team, School Nurse, Speech and Language team, the school Educational Psychologist.
 - A SEN Support Plan is put in place for the child detailing the quality first approaches used by the class teacher to support the child and his or her learning needs. Recommendations from external agency involvement, assessments and reports will be added to the plan. The class teacher manages the plan and is accountable for supporting the child in the most effective and appropriate way.
 - Parents will be invited in to look at the SEN support plan with the class teacher and SENCo. They will be asked to contribute to the plan with their views on their child's learning and progress.
 - SMART targets will be set for the child for the each term and all staff working with the child will be made aware of these targets.
 - Class teacher and parents will meet at the end of each term to review the SEN Support Plan and targets. Parents, pupil and class teacher will adjust targets based on the child's progress in relation to each one.
- Across the school, children's progress is continually monitored, evaluated and discussed between the Senior Leadership Team and class teachers during Pupil Progress Meetings. These meetings identify children who are not making expected progress and therefore require more targeted support.

A child is identified as having SEN if, in order for them to make progress, they require additional or different support to the School's 'quality first teaching' (QFT) and 'enhanced quality first teaching' (EQFT) approach.

How many children in the school have special educational needs?

There are currently 24 children on the SEN Register as of July 2021.

These pupils receive additional and different provision and interventions and have had or will be having involvement from external agencies such as the Speech and Language team, Occupational Therapy Service, Community Paediatrician involvement, School Educational Psychologist.

In addition to this, there are children across the school who receive 'enhanced quality first' provision which means they receive interventions that are different to those that the class teacher would put in place as part of differentiation within the class. Many of these pupils will be working with teaching assistants who will have a record of this additional provision to monitor impact of the interventions within a given time period.

Number of children with SEN Support Plans, High Needs Funding and with Statements of SEN or Education Health Care Plans.

There are 24 children with SEN Support Plans.

There are 3 children with an Education Health Care Plan and 10 children who receive High Needs Funding.

What types of special educational needs does the school currently provide for and how is this proportioned?

Communication and interaction 15
Cognition and Learning 8
Social, Mental and Emotional Health 13
Sensory and/ or Physical 7

There are however some children on the SEN register who would probably fall into more than one of the above categories.

How is provision determined and how does the school evaluate the effectiveness of its provision?

All teachers have had up to date training on 'quality first teaching' as well as attending 1:1 workshops with the school Inclusion Consultant.

All staff have had training on using B Squared assessment documents to update support plans and track progress.

All staff were involved in creating a bank of quality first strategies to use for each of the four SEN types and have incorporated these approaches into their daily quality first teaching practice as well as ensuring that these are included in the SEN support plans of individual children. All staff have been issued with Sefton Inclusion Consultants Quality First Booklet.

Pupils who are making slow progress may access interventions that are more than the teachers' differentiation within 'quality first teaching'. An 'Intervention Plan' will be drawn up for TA's to use and refer to during the delivery of a programme as well as baseline assessments being carried out at the beginning and end of delivery to evaluate its effectiveness.

If children are not making progress or are in need of additional and different provision, then a SEN Support Plan will be implemented in consultation with the parents and the child. Referrals to outside agencies may also take place.

Our school 'Graduated Approach'

The process for implementing SEN support is described in the new Code of Practice as the 'Graduated Approach' and has four stages:

Assess

Our School will gather all information available, to gain an accurate picture of the child's needs. This could include teacher, pupil, parents' and outside agencies' views and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and this is used to discuss primary concerns with the relevant personnel.

Plan

A SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan which will include: quality first inclusive teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets will be measured. Any focused support from a teaching assistant in class and outside of class will also be noted on the plan. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise a pupil's contact with his/her class teacher. Resources to ensure access to curriculum or environment.

Do

Once a pupil has a SEN Support Plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time, they will ensure that they talk to the SENCo for further advice.

Review

Termly reviews of the SEN support plans will take place between class teacher and parents. Interventions will be evaluated along with the view of the child and the child's parents/ carers. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review further options may be put into place: Advice or assessment may be requested from outside agencies. Top up funding may be requested from the LA if the cost of support currently goes beyond the £6,000 threshold provided by schools. This is accessed through a High Needs Funding Application which shows an efficient plan that is likely to succeed. Parents and or School can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the School taking a graduated approach with relevant actions over time.

How is progress monitored?

Progress is monitored through tracking of progress across the year. This is evaluated during half termly Pupil Progress Meetings between the Headteacher, Deputy Headteacher and class teacher. Half termly data is collated by class teachers and children causing concern will be discussed and appropriate support will be put in place. Teachers complete a termly Cause for Concern document to identify children who are giving cause for concern,. This is discussed with the SENCO Children with SEN will have a SEN Support Plan and their progress will be tracked using

B Squared.

SEN support plans are reviewed three times per year; once every term. Impact of interventions will also be reviewed by class teachers, SENCo and TA's and assessments carried out such as Sandwell, PM Benchmark Assessment, Salford Reading and Spelling Assessments.

When was the School SEN Offer last reviewed and when will it be reviewed next?

The School SEN Offer has been reviewed and updated in July 2021 and will be reviewed again at the beginning of Summer term 2022

When was the SEN Information Report reviewed and updated?

The SEN Information Report has been reviewed and updated in July 2021 and will be reviewed again in the Summer Term 2022.

Has the SENCo undertaken the necessary training?

The SENCo has completed the National Award for SENCO's
The SENCo has been attending SEN Cluster Meetings.
The SENCo works closely with the ICON and other outside agencies for advice and support.
The Deputy Headteacher is available to offer advice and guidance to the SENCo.

Have the relevant staff members received appropriate training to support the children in the school?

All staff in the academic year of 2019-2020 attended numerous training sessions around SEN. These included training on and around;

- Using B squared to track and monitor children's progress
- On line training to support understanding of ASD, ADHD, Attachment and Dyslexia
- how to complete the SEN Support Plans,
- The Code of Practice and the importance of teachers being accountable for children with SEN,
- Quality First Teaching approaches,
- All teachers have been involved in 1:1 workshops with the ICON to discuss SEN Support plans and gain advice on specific quality first teaching approaches to use in class.
- Some staff teaching children with more complex needs have received more specific support from the ICON, Hearing needs team, complex needs team and Social Communication Team
- Training has also been discussed with SALT for whole school training in Sign along to support children Communication difficulties.

Which external agencies and support agencies are the school working with and how well is this working?

All agencies report that they are working positively with families/ children and have a positive impact on pupils' engagement which results in at least good progress for all the pupils.

- Occupational Therapy
- Physiotherapy service
- Speech and Language Therapy
- Parenting 2000 Counselling Service
- Educational Psychologist
- School Nurse
- Inclusion Consultant
- Social Communication Team
- Hearing Needs Team

- SWACA

How does the school work collaboratively with parents?

Parents are involved in discussing children's needs and progress during parents' evenings, they are also invited into School for termly Review Meetings for their children with SEN to discuss the support and progress towards targets.

Parents are included in the graduated approach through reviewing and developing SEN Support Plans and Records of Intervention.

The class teachers and SENCo have regular meetings and phone conversations with parents.

How does the School include pupil voice in plans and provisions?

SEN Support Plans are shared with children and their views are always taken into consideration and recorded onto the plans.

Children's views on their own progress and effectiveness of interventions are also respected and recorded on their SEN Support Plan.

What is going well?

All staff are up to date with the SEN Code of Practice and understand what is meant by delivering 'quality first teaching approaches'.

SEN Support Plans are in place to monitor children's progress as part of the graduated approach.

Teachers have developed the SEN Support Plans further to suit the needs of their children.

There is consistency in what we provide as quality first teaching, enhanced quality first and specialist provision.

Staff are becoming more confident in using B squared as a means of assessment and tracking for pupil with SEN

The transition from one class to another for each child on the SEN register has improved as current teachers are sharing the SEN support plans with the next teacher.

Staff are increasingly understanding that they are accountable for the progress made by any SEN children in their class.

Early identification is taking place in Nursery; the staff are highlighting individual children earlier and referrals to external agencies are being put in place earlier ensuring that by the time children enter Reception, staff already have a good understanding of the child's needs.

What is going less well and needs to be improved?

A more effective assessment/ tracking process for children on the SEN register using B Squared-SENCo.

School has invested in iTracker as a means of tracking all children data from B squared collection point needs to be entered on a regular basis

Some children are less fluent in reading- Early Reading/ Amber reading programme training for all TA's from school ICON. An Early Fluency Programme is being trialled in school

Introduction of class cause for concern list to monitor children's progress across the year- teachers and SENCo to monitor to see if a pattern of concern emerges over the terms and can put interventions and "quality first" strategies in place.

Visiting teacher's do not always know which children are on the SEN register or how to meet their needs in the classroom. Children's passports will be introduced so that visiting teachers are aware of needs of children in class and how best to support them.

On-going monitoring of SEN support plans is needed to ensure all staff are completing them

Accurately, entering targets that are achievable, sharing plans with parents and taking responsibility for updating them.

Updated July 2021 by SENCo.

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