



St. Anne (Stanley) C of E Primary School



SEN Information Report

January 2017

SENCO: Mrs. E. Stokes

SEND Governor: Mrs. M. Winder

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Dedicated SEN time: 5 afternoons

Local Offer Contribution: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

A whole school approach:



High quality first teaching and interventions are defined through our person-centred approach across the school contributing to our provision management arrangements. These processes enable us to regularly review and record what we provide for all children in our care and what we offer additionally. Active discussions 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** of our children.

The graduated approach:



All teachers are responsible for **every child** in their care, including those with special educational needs. Our main provision for children with SEND is through quality first teaching in the differentiated class lesson.

(Teaching & Learning Policy, December 2016)

Underpinning **ALL** our provision in school is the **graduated approach** cycle of:

Assess: In consultation with parents/carers and children, the class teacher supported by the SENCO, if appropriate, will identify children's strengths and barriers to learning. This can be done through using tracking and monitoring data in school relating to pupil progress, assessment

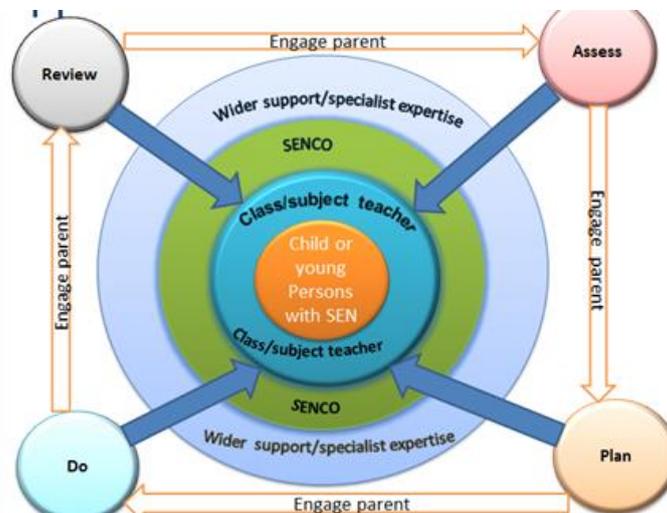
activities with a specific focus, accessing reports from outside agencies.

Plan: The class teacher, SENCO and parent/carer will identify appropriate outcomes for the child and plan how such outcomes identified for each child can be met. Outcomes can be met through a range of strategies, interventions, adapted resources or access to outreach teachers and services available through the consortium or the Local Offer. These outcomes will be recorded along with the actions required to achieve them- by all parties and reviewed termly. A review date will be included in the plan.

Do: The actions identified will be carried out by the class teacher, TA, child, parents, SENCO or any relevant outside agencies that are engaged by the school.

Review: As the review date approaches the class teacher and any adults working on interventions with the child will assess the child's progress and record it on the child's plan. The pupil and parents will be asked to complete the pupil/parent voice section of the plan. The SENCO, class teacher, parents/carers, representatives of outside agencies, if required, and the child, if it is appropriate, will then meet to discuss the progress made. At this meeting it may be decided that the child no longer requires support or that a new plan needs to be drawn up.

A child centred approach:



Special Educational Needs that are provided for at our school:



We provide support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Different ways we support in these areas:

Communication and interaction:

- Differentiated teaching styles and planning to meet all children's needs.
- Use of visuals to ensure clear non-verbal communication, e.g. now and next cards, visual timetables and use of timers.
- Support from Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists-this is normally on a 1-1 basis.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Talk Boost, Time to Talk, Talking Partners, Nursery Narrative, Reception Narrative and Socially Speaking are examples currently used.
- Support accessed from a range of providers- Speech and Language Therapy Services, Educational Psychologist, outreach from Abbot's Lea specialist provision for children with ASD, SENISS and ADHD Foundation.
- Highlighting support services for parents, to enable them to support their children.

Cognition and learning:

- Differentiated teaching styles and planning to meet **ALL** children's needs.
- Specialist resources to enable access to the curriculum, e.g. adapted computer screens,

adapted keyboards, coloured overlays, pencil grips, sloping boards to write on.

- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Examples of current interventions used in school for cognition and learning are–First Class at Number; First Class at Number 2; First Class at Writing (Dragons and Pirates); Success at Arithmetic; Read, Write A-Z; Precision Teaching; Boost Reading at Primary; Rapid Phonics, Rapid Maths, Rapid Writing, Max’s Marvellous Maths and after school booster classes for phonics, reading, writing and mathematics in targeted year groups.
- Access advice, support and training for both staff and children from a range of outreach providers including: Educational Psychologist; SENISS (Early Years advisory teacher and Inclusion Support workers); Childwall Abbey High School (learning); Abbot’s Lea (ASD); Clifford Holroyde SEN College (behaviour, social, emotional).

Social, emotional and mental health:

- The whole school follows a personalised PSHE programme, taken from a range of sources, this is delivered by our HLTAs and class teachers.
- Access to a range of support services e.g. School Nurse, CAMHS (Child and Adolescents Mental Health Services) via Liverpool East 3 consortium.
- Individual support on one to one or small group basis delivered by TA and supervised by SENCO/Educational Psychologist.
- Workshops to support a range of issues such as: anti-bullying, drugs awareness, cyber bullying, e-safety, road safety, safety in the home and school and First Aid Training.
- Training has been delivered to all members of staff in Philosophy for Children which will enable



a whole school approach to develop philosophical thinking and enquiry.



Sensory and/or physical needs:

- Ensuring accessibility to school in line with current legislation- Accessibility Plan.
- Specialist resources – grab rails in toilets, ramps, pencil grips, sloping boards, adapting and enlarging resources and information for children and parents.
- Accessing support from School Nurse, Sensory Team teachers and Mobility Officers and in some cases pupils have been provided with 1-1 support by an Educational Support Assistant for some of their school day.
- Visits from the Physiotherapist to deliver physio therapy in school.

Information about the school's Policies for identification and assessment of pupils with SEN:



As of January 2017, there are 56 children receiving SEN Support, 3 of these children have an Education Health Care Plan in place.

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations; monitoring of play plans, pupil profiles and provision maps; data analysis, learning walks and book monitoring.

The SEND Policy can be found on our school website or a copy obtained by contacting the school office.

Children are identified as having SEN, and their needs assessed, through :

- information passed on from Nursery/ Infant/Primary/previous schools;
- EYFS/KS1/KS2 results, baseline testing and progress data;
- feedback from teaching staff and observations;

	<ul style="list-style-type: none"> • Pupil Premium interventions not showing impact; • referrals from parents; • pupil referrals.
<p>Staff development and Qualifications:</p> 	<ul style="list-style-type: none"> • We are committed to developing the ongoing expertise of our staff. We currently have a range of expertise in our school across both teachers and teaching assistants. • We have ongoing training in English and Mathematics across the school. • All staff have had training in social stories; dyslexia updates; provision mapping and one page profiles. • All teaching assistants have been trained in Precision Teaching methods. • Teaching assistants have also been trained to deliver the nationally acclaimed mathematics interventions <i>Success at Arithmetic; Numbers Count; First Class at Number, and First Class at Number 2</i>, to support year groups 1-6. • Teaching assistants have also been trained to deliver the nationally acclaimed writing intervention-<i>First Class at Writing (Pirates and Dragons)</i> to support year groups 3-6. • Some teaching assistants have had training to deliver specific interventions such as <i>Socially Speaking</i> to support emotional and self-esteem issues and speech and language support for specific children. • All EYFS and KS1 staff have been trained in Talk Boost. • The SENCO attends the School Improvement SEN Briefings in March and November and shares information and training with staff and Governors.

	<ul style="list-style-type: none"> • SENCO has received training on the most current PIVAT assessment and has passed this information onto all teachers.
<p>Staff deployment:</p> 	<p>Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes; this includes enabling them to gain independence and preparation for adulthood from the earliest possible age.</p> <p>Teaching assistants are allocated each year, according to the needs of the children in each class and year group. They may support all children in accessing learning across the curriculum, or specifically in mathematics and English. They may be also used in supporting specific groups of children within each class with a particular curriculum area e.g. guided reading/writing or 1-1 reading. They also support individual children with a range of learning, behavioural or emotional needs. All teaching assistants are trained to deliver a range of mathematics, reading, phonic and writing interventions across year groups.</p>
<p>Finance:</p> 	<p>Our notional SEN Budget this year was allocated to provide effective support for our children, training for staff and additional resources across all curriculum areas for those pupils who have a special educational need.</p> <p>All subject leaders allocate at least 10% of their budget to support children with SEND.</p> <p>A full list of our external partners can be found in our contribution to the Local Offer. Extending our school approach, we commission these accordingly, using an outcomes-based approach. This enables us to hold our partners and ourselves to account.</p>

	<p>We believe this has benefited our children and their families in the following ways:</p> <ul style="list-style-type: none"> • Improved access to the curriculum; • Staff training; • Advice for teachers on resources and specialist equipment which enable them to meet the children's needs; • Involvement with the ADHD Foundation; • Meetings for parents provided by the Childwall Abbey Outreach team have enabled parents to develop their understanding of how their children's English and Mathematic skills develop and how they can support this process. <p>If children have high needs, top- up funding can be applied for and the Local Authority will, in some cases, provide additional funding to help towards meeting these needs.</p>
<p>School External Partnerships and Transition Plans:</p> 	<p>This year, we worked with our feeder partners to welcome 7 children with special educational needs or disabilities and we supported 7 children's transition to the next phase in education.</p> <p><u>Our approach involves:</u></p> <ul style="list-style-type: none"> • Inviting new parents to visit our setting with their children and also to attend 1-1 parent/teacher meetings prior to the children starting school. Reception and nursery staff also go out to visit new pupils in their previous setting and their own homes. • We have clear transition procedures in place to support children as they move between year groups in school. • The SENCO attends Local Authority transition meetings with our secondary partners, in June of each year, to discuss the needs of individual

	<p>children transferring to secondary school in the next academic year.</p> <ul style="list-style-type: none"> • We closely monitor children's destination data.
<p>Complaints:</p>	<p>This year we have had 0 complaints. If a complaint is made it will be dealt with following our schools policies and procedures.</p> <p>Our complaints procedure can be found in the SEND policy January 2017.</p>
<p>In preparing this report we have included the views of staff, parents and children.</p> <p>Relevant school policies underpinning this SEN Information Report include:</p> <ul style="list-style-type: none"> ◇ SEND Policy ◇ Equality Aims ◇ Supporting Children with Medical Needs in School ◇ Behaviour Policy ◇ Accessibility Plan ◇ Transition Policy ◇ Equal Opportunities Policy ◇ Marking Policy ◇ Teaching and Learning Policy <p>Legislative Acts taken into account when compiling this report include:</p> <ul style="list-style-type: none"> ◇ Children & Families Act 2014 ◇ Equality Act 2010 ◇ Mental Capacity Act 2005 <p>Date presented to/approved by Governing Body: January 2017</p>	