

SEN Information Report

March 2017

SENCO: Mrs A. Taylor

SEN Governor: Mrs. McGivern

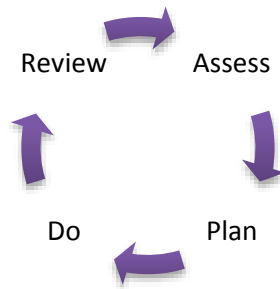
Contact: 0151 226 1117

Our Local Offer Contribution: www.broadsquareprimary.co.uk

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among 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.

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

The head teacher/SENCO tracks the progress of all pupils termly. Children who have not made “expected progress” are identified and the class teacher/SENCO prepares a plan to help these children progress. Parents/carers are involved within this plan. In some cases children may be assessed by our school Educational Psychologist (Mrs J. Bowden) or an outside agency e.g. Speech/Language to establish a child’s needs.

Plan

Children with SEN could receive support within school or via outside agencies. Children would have a “Pupil Profile” written specifically for them to allow them to achieve identified “outcomes” (which are measurable and achievable). For children who are receiving school support only, ‘identified outcomes’ will be established and shared with parents / carers.

Do

The “outcomes” identified for children in their ‘Pupil Profile’ would be achieved by actions including:

- *Interventions in Literacy/Numeracy*
- *T.A. support/differentiated work*
- *Learning Mentor Support (From Mr Singleton)*
- *‘Caterpillar Room’ access/nurture based resources*
- *Outside agency involvement*
- *‘Precision Teaching’ daily*

Review

As a child’s ‘Pupil Profile’ is reviewed the outcomes will be stated as achieved/not achieved. From this, the support given will be considered and in consultation with the child/parents and carers a new way forward will be planned.

Having consulted with children and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

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

1. Communication and interaction

If a child has a specific need in this area our school refers to SLT: Speech and Language Therapists. Children who need support with social communication difficulties may be referred to ASD Pathways via outside agencies. General referrals to the Paediatricians at Alder Hey may also occur. In school children may have opportunities to work with small group situations. We run a ‘Time to Talk’ Programme on a Friday mornings. Children with speech and language needs in Nursery will also be sign- posted to local Sure Start children’s centres that run ‘Chatterbox’ course. We also run a vocab course in school to support children within Nursery with their language development. On occasion it may be that the school asks for a private speech therapist to assess a child with parents’ consent.

2. Cognition and learning

If a child appears to have issues with cognition and learning our school uses the services of SENNIS and the Educational Psychology service to establish a specific needs. Children with specific learning difficulties such as dyslexia may be given coloured overlays when reading, support with spelling techniques and a multi-sensory approach to literacy.

3. Social, emotional and mental health

We have a school mentor who supports children in this area. Our school also has "Circle times" embedded into our curriculum to ensure the pupil's voice is heard. Our school has recently purchased a new PHSE curriculum called Jig-saw. This ensures children know how to keep safe, have knowledge of stranger danger, cyber-bullying, British Values, justice, etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) as needed. School will also refer to YPAS as needed. We also have an allocated school nurse who arranges 'drop in' advice sessions and works closely with our attendance officer. This year school has been allocated a Seedlings Play Therapist and two further play therapists via Alt Valley 1 consortia to support children in our school experiencing emotional difficulties.

4. Sensory and/or physical needs

Children with physical or sensory needs will be supported as needed. Toileting support may include an 'Intimate Care Plan' agreed with school and home for children who have needs in their personal care. Children with sensory issues may be given 'fidget toys' to relieve stress, have a specific comfortable place to sit in whole class time or have their timetable adapted in order to meet their needs. Our school has a lift, disabled toilets and is fully adapted.

As of March 2017, we have children receiving some form of SEN Support within school and children are involved with outside agencies.

We have internal processes for monitoring quality of provision and assessment of need. *These include learning walks, data analysis, classroom observations and monitoring of work/pupil views.*

Consulting 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
Pupil Questionnaires	All Pupils	Annual
Parent Questionnaires	All Parents/Carers	Annual
EHAT Reviews	Pupil/Parent/Carer/Outside Agencies/School	Every 3 months
EHC Plan Reviews	Pupil/Parent/Carer/LA/Outside Agencies/School	Annual
Pupil Profiles	Pupil/Parent/Carer/School	Every 3 months

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
AT, TG, DM, RD	Trained in Sign-a-long	N/A
ZC	Numeracy Intervention	Qualified Teacher

ES	Literary Intervention	Qualified Teacher
DJ	Catch-up Literacy	Qualified Teacher
DJ	SEN Support Training	SENCO Qualification on-going

This year, we put additional training into ASD training, Play therapy, SENCO Qualification training and our SENCO attended the School Improvement SEN Briefing in March and November. Staff were also trained in asthma training from Alder Hey Specialist Nurse and administering medications training. Foundation Stage Staff attended 'intensive interaction' training, a speech vocab course. The SENCO also attended a Lego therapy course and PIVATS 5 training.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

This year, in our 'Tree House' provision, school funded full-time qualified teacher and teaching assistant for the nurture base. A qualified teacher delivered Literacy intervention, and a qualified teacher delivered Numeracy Intervention once she returned from maternity leave.

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. Our school is part of Alt Valley One Cluster Group

- This year three pupils were unsuccessful when their parents applied for an EHC plan.
- One child was successful in gaining an EHC Plan which was applied for by school to meet his complex behavioural issues. This boy is now in a specialist provision to support his behaviour.
- School SENCO attended the LA Transition meeting to ensure all children with SEN/vulnerable have a smooth transition into secondary school. SENCO passed over all documents and verbal information needed to the secondary schools to ensure children's needs were fully understood.
- One child in KS.1 has a part-time placement at the Language department in Four Oaks School. Our School links with the other setting to meet this boy's needs. An educational psychologist assessment has been requested for this pupil.
- Several children have accessed play therapy via the local consortia on a weekly basis and a few children have accessed horse riding therapy. Seedlings therapy has also been involved with a few children in our school this year.
- Sue Ogden from SENNIS has been offering outreach advice and support for our Foundation Stage children.
- Joanne Bowden, our educational psychologist has assessed many children over the year and offered focussed advice to staff in order to close the gap for these children.

Complaints

This year, no formal complaints were raised within school or via the LA/Governors.

What has worked this year?

We have continued to strengthen relations with Clubmoor Sure Start and they are running further courses in our school for children/parents in the future.

We continue to develop and use Pupil Profiles to capture pupil voice.

All support staff deliver regular focussed intervention with identified children/groups. This has been monitored and has impacted upon the pace of progress for these children.

An appropriate proportion of children with SEN have been attending the extra-curricular activities.

School has successfully applied for top-up funding from the L.A. this year and this had accelerated progress for two of these pupils. The progress has been so great for one pupil, that school will not be requesting a renewal for next year.

What needs developing further?

Continue to support children with social communication difficulties and their families.

Planned learning walks specifically for SEND.

Implement PIVATS 5 for children who are significantly delayed in the curriculum: to identify and celebrate smaller steps of progress.

Further develop support strategies for children with social, emotional and mental health barriers to their learning.

Ensure all staff feel confident in supporting children with SEND.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Administering Medications Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: MAY 2017