

# Much Woolton Catholic Primary School

## SEN Information Report

September 2023 - 24

SENCO: Miss Corrigan

SEN Governor: Mrs Helen Bradshawe

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Local Offer Contribution: Click on the Early Help Directory at [www.liverpool.gov.uk](http://www.liverpool.gov.uk) to view our school's Local Offer.

### Our Approach as a School:

At Much Woolton Catholic Primary School, we welcome all children and believe every individual deserves to be valued and respected. We are passionate about ensuring every child has access to a broad and balanced curriculum. High quality teaching and additional interventions for children with additional needs 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 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 teaching and the application of a differentiated and personalised approach to teaching and learning. We 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.

When supporting children with SEND, the school adheres to the statutory guidance set out in the SEND Code of Practice (2014)

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. Teachers take the time to get to know individual pupils, what they like and dislike, their areas of strength and areas they need support with. All of this information is included in an Individual Pupil Profile which is produced by the teacher in collaboration with the child and his/her parents.

### **ASSESS:**

Class teachers are constantly assessing children informally throughout the academic year and formally assess them at least half termly. Pupil progress data is analysed by both the class teacher and the Assessment Leader. Pupil progress data is shared with the Senior Leadership team which includes the SENCO on a termly basis. Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress.

Where children have significant additional needs or require a highly individualised curriculum, progress is assessed through the use of PIVATs which are a method of measuring small steps of progress within a given level. Whole staff training on using this method of assessment was delivered by a specialist teacher from SENISS. When children are assessed using PIVATs, the information is always shared with the child, parents and outside agencies where applicable.

### **PLAN:**

Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. They are also responsible for ensuring that they deliver appropriate provision in their classroom environment (such as visual aids, practical apparatus, appropriate seating arrangements etc) to support children with additional needs to access the curriculum. Children on the SEND register also have an SEND Support Plan with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend termly SEND Support planning meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

### **DO:**

Class teachers are responsible for ensuring that the planned lessons, activities and/or interventions are carried out. Class teachers ensure that all pupils receive quality teaching and small group/ individual support where necessary from themselves within lessons. There may be times when targeted support is provided by other members of staff such as a teaching assistant or another teacher. The class teacher works closely with other adults who work with children in their class, over-seeing provision and discussing progress and next steps with them.

### **REVIEW:**

The class teacher reviews the child's progress against the targets set. Parents and the child, are included in a review of the SEND Support Plan. New targets are then set and the assess, plan, do, review cycle continues.

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 both our internal/external providers and ourselves to account.

## **SEN Needs:**

Children and young people's Special Educational Needs and/or disabilities are generally thought of in the following four broad areas of need and support:

### **1.Communication and Interaction**

**Details of provision:** This area of SEN includes children with social communication difficulties such as autism. It also includes children with speech difficulties as well as those with receptive or expressive language difficulties.

The school works closely with speech and language therapists where they are involved with individual pupils and carries out work and support activities recommended by the SLT with individual pupils.

As a whole school, we focus on building in time to allow for discussion and speech, language and communication skills development, ensuring lessons involve time for children to take part in paired, group and whole class discussion. In the Early Years, teachers build in time for speech and communication work on a daily basis. The whole school shares an approach to teaching that involves the teaching and development of oral vocabulary. and listening skills is incorporated into daily lessons and the use of paired and group discussion work is often used. The development of speaking and listening skills is incorporated into daily lessons and the use of paired and group discussion work is often used

The school also provides small group support based around the development of communication and interaction skills, such as Gingerbear.

### **2.Cognition and learning**

Details of provision: This is a broad area of SEN and includes some specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Moderate learning difficulties (usually diagnosed by an educational psychologist) also fall into this category along with aspects of global developmental delay (usually diagnosed by a Paediatrician) The school offers a variety of individual support within appropriately differentiated high quality lessons. Some examples of the provision offered by our school are:

- Regular Reading Support (1:1)
- Small group targeted guided reading sessions
- Small group/ 1:1 phonics support following the RWI scheme.
- Small group spelling support.
- Basic Skills small group Maths Support
- Writing Groups
- Spelling intervention (using a multi-sensory approach)

### **3. Social, Emotional and Mental Health**

Details of provision: This area of SEN includes ADHD, anxiety, and other forms of emotional and mental health difficulties. The school provides a supportive and caring ethos and aims to support children's social, emotional and mental health through fostering a safe and secure environment. Staff have been trained in Liverpool's ROAR response to child and adolescent mental health and this approach underpins the school's teaching of PSHE. Children are encouraged to talk about their feelings and are supported with strategies to help them recognise and deal with their emotions. The school places emphasis on helping children to develop resilience.

The school offers children the opportunity to talk about their worries, concerns and to be supported by a designated safe adult. The school also offers 1:1 Nurture and support sessions and is trained to support pupils who have experienced, bereavement, trauma or have attachment difficulties.

The school also offers Social Stories for those children who need support with understanding social situations.

The school has staff who have been on training around recognising the symptoms of anxiety and supporting pupils with anxiety or emotional difficulties. The school also has staff who are trained on recognising and supporting children with Attachment difficulties.

The school takes part in the Seedlings project and MHST in association with CAMHs and YPAS where individual pupils (based on need assessed by the school and in consultation with parents/carers) receive counselling, play therapy or art therapy from a qualified councillor from YPAS. These sessions have been very successful and feedback from pupils and parents has been extremely positive.

### **4. Sensory and/or physical needs**

Details of provision: This area includes children with hearing or visual impairments along with some physical disabilities as well as physical conditions such as hypermobility. It also includes sensory processing difficulties. The school provides activities to support children's fine and gross motor development throughout their school life. All staff have access to materials and activities which develop fine motor skills. Our EYFS teaching team provide opportunities for fine motor skills development and develop gross motor skills through an array of physical development activities. All staff are aware of the need for cross-lateral exercises (or brain gym) and deliver short bursts of gross motor exercises throughout the day.

As of September 2023 we have 46 children or young people receiving some form of SEND Support. These are divided amongst the four broad areas of needs as follows (based on Primary Need):

Cognition and Learning:

Communication and Interaction:

Sensory and/or Physical Need:

Social, Emotional and Mental Health:

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks by the SENCO and SEND governor, termly monitoring of intervention programmes, termly monitoring of progress data, termly review sessions of SEND Support Plans and Pupil Profiles, termly reviews of EHATs, termly meetings to discuss progress with targets in EHCP'S and Annual Reviews of Education Health and Care Plans.

### **Working in partnership with parents/carers.**

At Much Woolton we have an open door policy for parents to speak to school staff regarding their child and any concerns they may have. At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The school prospectus contains details on special educational needs and parents/carers may request a copy this policy.

This information report and a summary of this policy are available on the school's website.

### **Co-producing with children, young people and their parents**

Involving parents and learners in the dialogue about their child's learning, progress and development is central to our approach and we do this through:

| Action/Event   | Who's involved  | Frequency                                     |
|--|---|---|
| SEND Support planning and review meetings.                                 | Class teacher, parents, child (where age and ability appropriate)   | At least termly.                              |
| Parent/ Teacher meetings   | Class teacher, Parents  | Autumn Term and Spring Term.                  |
| Transition Meetings  | Previous and new class teachers, SENCO and parents of specific children (eg. Those with ASD) who require support with transition. | End of Summer term.                           |
| EHCP Review meetings.(where applicable)                                    | All agencies involved with child with an EHCP, parents, Child (where appropriate), class teacher, SENCO.                          | Annually – dependent on when EHCP was issued. |
| Meetings with Outside Agencies e.g. Educational Psychologist, SENISS, SLT. | Professional from Outside Agency, SENCO, Parents, Class Teacher   | As and when required.                         |
| EHAT reviews (where applicable)  | Parents, Child (where appropriate), All agencies involved with child, Class teacher, SENCO.                                       | Approx every 3-4 months.                      |

### **Enabling children with SEN to engage in activities available to children in the school who do not have SEN**

Much Woolton is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-individual activities.

We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

### **Training**

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

Training is attended by key individual staff members and, where appropriate, disseminated to the whole staff or to identified groups of staff to be put into practice throughout the school. In addition to this, the SENCO attends termly Local Authority SEND briefings to keep up to date with any legislative changes in SEN and feeds back the latest updates to all staff.

The SENCO and school staff can access training through their Primary Consortia

All staff in the school may receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes Dyslexia Friendly Teaching, assessing children with Special Educational Needs, Supporting Pupils with ASD and Speech and Language support strategies. The school receives support, advice and guidance from the Educational Psychology Service, SENISS (Special Educational Needs Integrated Support Service) and the ASD Training team.

### **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 so that they are prepared for the next phase of their education and for adulthood. Support staff are deployed according to where their own skill set can be employed to best effect and where there are areas of greatest pupil need.

### **Finance**

Our notional SEN Budget is based on authority guidelines of £6000 per pupil on the SEND register and the money has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise.

Where individual pupils with significant additional needs require more than £6000 per annum spent on them in order to meet their needs, the SENCO (in consultation with parents/carers) applies to the Local Authority for Top Up Funding which is needs assessed and requires the submission of a quantity of evidence outlining the level of need and an individual costed provision map. Pupils are then banded according to the judgement of their level of need. The amount of funding allocated is dependent on the Band the pupil is placed into. During the academic year 2022 -2023, the school was in receipt of Top Up Funding. If a child is in receipt of an EHCP - funding is allocated by the LA to ensure needs identified in the EHCP are met.

### **School External Partnerships**

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

1. The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
2. We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), Community Paediatrics, SLT (Speech and Language Therapy Service) and a school counsellor.
3. School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
4. The SENCO meets with the School Nurse to formulate and update Education and Health Care Plans. Drop In Meetings for families can be arranged with the school nurse.

5. Team Around the Child Meetings, involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings. If deemed necessary, an EHAT can be started on your behalf and with your consent.

### **Transition Plans**

Our approach for welcoming new children with SEND includes visiting their previous setting and discussing individual children's needs with the SENCO or other relevant staff at the setting. We welcome transitional visits to our school and are happy to meet with parents. The SENCO also works with the EYFS team to meet with Nursery staff and find out all relevant information about any children with SEND who will be joining our Reception classes in the new academic year so that provision can be made to enable children to have as smooth a transition as possible into school. The SENCO is also present at the meeting for New Parents in the Summer term and is available for new parents to speak to and ask any questions.

In the Year 2022 - 23, the EYFS Lead liaised with the previous nursery settings and parents of pupils with additional needs prior to their entry into our Reception classes.

Our approach to supporting children make the transition into the next stage of their education includes helping pupils and families to arrange visits to their new school and working with pupils to understand what their new school will be like.

Designated staff from our feeder schools visit our school to meet the children. We welcome visits from members of staff from other settings to come and meet our children in the familiar surroundings of our setting.

The SENCO also attends the Local Authority Transition Forum where she meets the SENCOs of the feeder schools and hands over information regarding transferring pupils, including reports from outside agencies. This helps the feeder schools to have an understanding of the individual pupil's needs and make any necessary changes or provision to make the transition smoother for the pupil. We closely monitor children and young people's destination data.

At the end of the academic year 2022 -23, we supported 11 children with SEND complete the transition to the next phase in education.

### **Evaluating Effective provision.**

- Monitoring progress is an integral part of teaching and leadership in St. Anne's School
- We follow the Assess, Plan, Do, Review Model of supporting pupils with SEN and ensure parents are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness.
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.
- The SENCO gathers the impact data of interventions, to ensure that we are only using interventions that work.
- If provision/interventions are not thought to be working or need amending school staff will alter accordingly.
- Provision for children with SEN is regularly reviewed by class teachers, the SENCO and the Head teacher, outside agencies may also be involved too.
- Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets.

- Our school data is also monitored by the Local Authority and OFSTED.

### **Further development**

Our strategic plans for developing and enhancing SEN provision in our school next year includes:

- Review dyslexia-friendly approaches training in school with all staff
- Develop a Nurture Space where children can have emotional support
- Staff training to develop a greater understanding of children with Communication and Interaction needs
- Trauma Informed Training and zones of Regulation Training.
- Continue to ensure SEN children have access to a relevant curriculum that meets their needs and prepares them for the next phase of their education and for adulthood.

Relevant school policies underpinning this SEN Information Report include: (these can be found on the school website)

- SEND Policy
- Positive Relationships and Well-Being (Behaviour) policy and Anti-Bullying Policy
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

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

### **Complaints procedure for parents/carers.**

Any concerns/complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor., following our complaints procedure which can be found on our website.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- IEPs are reviewed examining what progress has the pupil has made.
- Any behaviour logs should include strategies are included and shared with parents/carers.