



Our Lady Immaculate Catholic Primary School

SEND Information Report

September 2016-September 2017

SENCO: Mrs J Brown

SEN Governor: Mrs N Williams

SENCO Team: Mrs J Brown, Miss E Cox, Mrs C Bowcock, Mrs A Bradley

Contact: 0151 260 8957

Dedicated SEN time: Two sessions per week. Our SENCO Team aims to meet fortnightly.

Local Offer Contribution: (website link) olprimaryschool.co.uk

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Welcome to our SEND Information Report. At Our Lady Immaculate Catholic Primary School we value and are committed to working together with all members of our school community.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

This report will be reviewed annually. If you have specific questions about Our School Local Offer please contact school.

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 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: Children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and or outside agencies.

Children are assessed through quality first teaching by teaching staff: using summative and formative assessments in the first instance. Assessments will also be made in partnership with other staff within school and external support partners when appropriate.

Plan: Class teachers are responsible for planning and differentiating the curriculum for all children in their care. If it is felt appropriate, the SENCO and parents will also be involved in this process. If outside agencies have been involved they may also give advice to staff and help to plan a programme of work.

Additional support through school based interventions or our external support partners will be accessed if necessary. This may also include support from our Learning Mentors.

Do: Quality First teaching is the priority of all class teachers. If it is deemed necessary children may access high quality interventions which may be delivered by trained support staff, the SENCO or outside agencies; including the Educational Psychologist Services, SENISS, Bank View, Abbots Lea or Ernest Cookson Outreach Support.

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 and hold both our internal and external providers and ourselves to account.

Additional support for your child can be accessed through:

- R Time, MISP, Rainbows and Circle Time Initiatives
- Art Therapy
- Play Therapy
- EMTAS
- Nurse Drop-in Sessions.

The use of Provision Maps, Pupil Passports, School Support Plans, Behaviour and Play Plans will identify pupil support in school.

Review: The Senior Leadership Team, SENCO and class teachers will continually review the progress of all children. This will happen termly through pupil progress meetings. These meetings will happen more frequently in Year Two and Year Six.

The SENCO is responsible for tracking children's progress termly and will report to the Senior Leadership Team. Any children who receive additional support or specific interventions will have a School Support Plan or a Play Plan and this is reviewed termly in conjunction with parents or carers. Outcomes of support from external agencies will be communicated to parents through a written report or discussion.

Having consulted with children 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 and hold both our internal and external providers and ourselves to 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:

Children may access a number of programmes in school, some of which are identified below.

R Time, Massage in Schools Project, Think Yourself Great, Circle Time, Forrest Schools, outdoor learning environment, Communication Friendly Spaces, Learning Conversations, use of key worker groups.

Visual Timetables, PECS, Social Stories, Sign-A-Long, Learning to Learn, English as an Additional Language Support.

ICT, use of APPS, to support and engage children in communication

Team-teaching, Talking Partners, Learning to Learn, Sign-A-Long.

Children who have specific communication difficulties can be referred to Speech and Language Therapy Services. Abbots Lea Special School will also support children and their families who have an ASD Diagnosis or children who are on Pathways. Ernest Cookson Special School also support our children and their families.

2. Cognition and learning:

Teachers plan for the children in their class and will differentiate the curriculum to take account of their ability, interest and learning styles. Teaching Assistants support children in class or through specific interventions in order to enable children with SEND accessing our Learning Challenge Curriculum

Children may access a number of school based interventions and strategies, some of which are identified below in order to close the gap for children who are experiencing difficulties.

Strategies:

Precision teaching, small group and 1-1 support.

Planning from children's interests, CPLoDs, effective adult interactions.

Interventions:

Mrs. Bradley and her team: *Numbers Count, 1st Class@number, Success@arithmetic.*

Mrs Bowcock, Mrs. Roberts and Mrs. Burns our Reading Recovery Trained Teachers, lead upon: *Better Reading Partnership, Reading Recovery, Reading Interventions-Beanstalk, Lifeboat-to support children with specific need i.e. dyslexia.*

Mrs. Prescott from Bank View and Mrs. Malone from SENISS support our children with particular learning needs in literacy.

3. Social, emotional and mental health:

In the first instance children are supported by their class teacher, team leader and teaching assistants within their team.

Children are supported by a range of people and can access a number of programmes in school, some of which are identified below. The Senior Leadership Team and Pastoral Team of the school actively support children from across school. A number of school-based programmes can be accessed to support children these include:

R Time, Circle Time, Rainbows, Massage in Schools Project, Think Yourself Great, Art Therapy, Play Therapy,

Our Prayer Garden and Oratory also provide an oasis for quiet prayer, reflection and contemplation.

Children are supported through: Assemblies, Religious Education Curriculum, Collective Worship and our PSHCE Curriculum.

With the agreement of parents further support may be accessed through Play and Art Therapy, CAMHS or Ernest Cookson Therapeutic Support.

4. Sensory and/or physical needs

In the first instance teachers plan a differentiated curriculum to meet the needs and interests of all learners. Children may access a number of school based interventions and strategies, some of which are identified below in order to support all children and those who have sensory or physical needs.

Massage in Schools Programme,

Oratory, Prayer Garden, Mud Kitchen, Large Sand Pit, Music, or use of the Sensory Room at Everton Early Childhood Centre.

Disability access to toilet and adaptations.

The learning environment must take into account the needs of its pupils and reasonable adaptations must be made. Specialist equipment is sourced for those children who require it.

Priority 1	Priority 2	Priority 3	Priority 4
<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and/or Physical Needs</u>
<ul style="list-style-type: none"> • Speech, Language and Communication Difficulties • ASD including Autism and Aspergers 	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound Multiple Learning Difficulties (PMLD) • Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia 	<ul style="list-style-type: none"> • Anxiety • Depression • Self-harming • Substance Misuse • Eating Disorders • Physical symptoms which are medically unexplained • Attention Deficit Disorder (ADD) • Attention Deficit Hyperactive Disorder (ADHD) • Attachment Disorder (AD) 	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-sensory Impairment (MSI) • Physical Disability

SchoolImprovement
Liverpool

As of (31.08.16), we have 73 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include a range of monitoring processes:

- data analysis,
- assessment levels of progress,
- learning walks,
- planning,
- scrutiny of books,
- displays,
- questionnaires, pupil and parent
- and lesson observations.

Our Governors are also involved in the monitoring process.

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
Autumn Term		
Target Setting Following SIP visit and SMT Pupil review with staff and SENCO in October Target Report shared with parents at Parent's evening	All staff and pupils	Termly or half termly for Year 2 & Year 6 Autumn, Spring and Summer Term
Year 6 Pupil's Individual Consultation Meetings Following SMT Pupil review with staff and SENCO in October Pupil-review with their teachers and parents their Target Report. Appointments made throughout the day.	All staff, parents and pupils	Target setting report
Review of Pupil Support and Play Plans Parents and staff involved with the target setting process for their child and the intended intervention, outcome and review	All staff involved with the pupil including SENCO and external agencies and consultancy, when required.	Termly or more frequently if required.
Action/Event	Who's involved	Frequency
Spring Term		
Review of Targets set in Autumn Term Following SIP visit, SMT Review of - levels with SENCO and class teachers In February new targets are set – Parents receive a written Spring Report SMT and Staff review pupil progress towards targets set in Autumn	All staff and pupils, Spring Report shared with parents at Parent's evening Review of progress towards targets SEND Review	Termly Termly Y2 and Y6 twice termly review of targets

Year 6 individual consultation meetings. New targets are set - Written Spring Report Following SMT Pupil review with staff and SENCO, February	All staff, parents and pupils Spring Report shared with their teachers and parents. Appointments made throughout the day.	Termly
Review of Pupil Support, Play Plans and Behaviour Plans. Parents and staff involved with the target setting process for their child and the intended intervention, outcome and its review	All staff involved with the pupil including SENCO and external agencies and consultancy, when required.	Termly or more frequently if required.
Action/Event	Who's involved	Frequency
Summer Term		
End Of Year Review of pupil progress. Review of progress towards targets set at the beginning of the year and new targets set for next year.	All staff and pupils Summer Report shared with parents at Parent's evening	Termly
Review of Pupil Support, Play Plans and behaviour Plans. Parents and staff involved with the target setting process for their child and the intended intervention, outcome and its review	All staff involved with the pupil including SENCO and external agencies and consultancy, when required.	Termly or more frequently if required.
Additional Parent Consultation		
Action/Event	Who's involved	Frequency
Open door policy. Review of targets for children on the SEND register at School Support	Pupils, parents, Teacher/TA, SENCO, School Family Support Worker and any external support agencies when required	Termly or more frequently if required
Parental questionnaires. Parents are consulted upon aspects of our School Development Plan throughout the year. Questionnaires are distributed and completed. Results are later collated and	Parents and SMT.	Termly usually during Parent's Evening for Autumn, Spring and Summer terms.

reported to parents and governors.		
EHAT Review Review of Statement/Education and Health Care Plan 0-25 years or an Education Health Assessment Tool (EHAT) reviews.	Pupils, parents, SENCO, school staff, external support agencies. This may also involve support from the Local Authority or School Family Support Worker.	Annually, termly or more frequently if required
Interventions Parents may wish to speak to school staff regarding interventions...	Head teacher, Deputy Head teacher/SENCO, Learning Mentors, Intervention Lead.	As needed
Parental Support from External agencies i.e. YPAS Abbots lea, Ernest Cookson... ASD awareness training for Parents The Incredible Years. School based ASD support Group	Courses provided to enable and support parents and carers to identify need and develop suggested strategies. Parents	As and when available. Weekly meeting – self-help group

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>)
CB, LR and LB	Reading Recovery Trained Teachers	Degree
AB, RH	Trained for Mathematics intervention, Numbers Count	Degree
JB	Special Educational Needs and Disability	National SENCO Award
JB	Currently training for Mathematics intervention Numbers Count	Degree

This year, we have put in additional training into the following areas:

- The New Code of Practice
- NASCO Award- one member of staff
- EHAT Training three members of staff
- Attendance at SEN Consortia - by SENCO and Head teacher

- Our SENCO attends the School Improvement SEN Briefing in March and November
- Staff Meeting time- new code of practice, led by SENCO following from Local Authority briefings
- Training for an additional reading Recovery Teacher
- Training for a Numbers Count Teacher
- NQT attendance at Local Authority Induction - three staff
- Assessment for Learning - Learning to Learn – four staff
- Anti-Bullying Charter Mark
- Liverpool Counts Award
- Basic Skills Award
- External consultant support for school based initiatives; R Time, Circle Time and Massage in Schools Programme.
- Educational Psychologist support - Precision Teaching and Lego Therapy
- Abbots Lea training in ASD awareness and social stories- groups of staff have attended from across school. NQT and RQT support. There has also been training for Parents- 6 week course, Autumn 2015
- Ernest Cookson staff member has led a staff meeting on indicators for ADHD and has also worked alongside individual staff throughout the year.

Parental Training and Support:

ASD Awareness for Parents, 6 week programme

SENISS feedback

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.

Support staff, through quality first teaching, assists the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

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.

Teaching Assistants are allocated to groups of children across the school within key stage teams.

Interventions are assigned according to need and are delivered by staff within their team. Additional specialist support in learning is delivered by a named Teaching Assistant or by external specialist support.

Our Teaching Assistants facilitate our lunchtime provision and our Extended Schools Services - Wrap around Care, Breakfast Club and After School Club. They also carefully plan for and support our SEND children at these times.

Finance

Our notional SEN Budget this year was £83,333 and the expenditure breakdown of that income is as follows and this includes:

- Additional support staff and SENCO time (additional to quality first provision)
- Commissioned external services
- Additional teaching resources
- Additional TA support in Early Years and Key Stage 1
- Staff Training
- Administration Support for SEN

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Advice & support for school staff
- Advice & support for parents
- Resources provided
- Further assessment completed
- Signposting to other services.

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 through our Link-Learning Network and external partners i.e. SENISS.

This year, we welcomed 12 children into EYFS with special educational needs or disabilities and we supported 6 children's transition to the secondary phase of their education.

Our approach involved:

- Liaising with local nurseries; in particular Everton Early Childhood Centre. Stay and Play events were planned and parents and children had the opportunity to meet staff and other children before their start date.
- Direct liaison with secondary schools to discuss individual pupil's needs.
- Our SENCO attended School Improvement Liverpool's Transition Event and our Year 6 teacher negotiated additional visits for vulnerable pupils.

Complaints

Our complaints procedure can be viewed on the school website at <http://www.olipprimaryschool.co.uk/school> policies/parent's information; alternatively a paper copy can be obtained from the school office.

This year we have had no complaints.

What has and has not worked this year

- Further development of effective partnerships with external experts to support learning and emotional health and well-being for our SEND pupils.
- Teacher and Teaching Assistant interventions in narrowing the gap between our SEND pupils and their peers.
- Development of CPD for all staff has supported and impacted upon learning for our SEND pupils.
- Accreditation of Basic Skills Quality Mark and Liverpool Counts,
- Training of an additional Reading Recovery Teacher and numbers Count Teacher,
- Open partnership with parents and carers within the new code of practice – keeping the child central.
- Working towards our Accreditation of Anti-Bullying Charter Mark, has actively engaged a number of SEND pupils across school in the implementation of developments i.e. lunchtime monitors, playground buddies. This accreditation has also helped to capture pupil voice.
- A proportion of our pupils identified as SEND Support have participated in extra-curricular activities and school residential.
- A proportion of our pupils identified as SEN School Support have been represented in specific groups e.g. School Council, Monitors and Chaplaincy Group...

Further development

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

- Further development of our recently evolved SENCO Team,
- Further development of SEN Governor Role,

- Accreditation of Schools Dyslexia Award,
- Accreditation of Basic Skills Award,
- Accreditation of the School Inclusion Charter Mark.

We also have planned for:

- lesson observations,
- learning walks,
- evaluation of data,
- use of standardised testing,
- development of SEND case studies,
- measuring impact of interventions,
- pupils and parent feedback and collaboration and how this impacts on development,
- governor training,
- Governor learning walk and involvement in scrutiny of work and impact of interventions for children with SEND.

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Marking and Feedback Policy, Equal Opportunities Policy, Anti-Bullying Policy.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

Date presented to/approved by Governing Body:

July 2016