



Our Lady Immaculate Catholic Primary School

SEN Information Report

October 2018

SENCO: Mrs J Brown

SEN Governor: Mrs N Beattie

SENCO Team: Mrs J Brown, Miss E Stalker, 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.

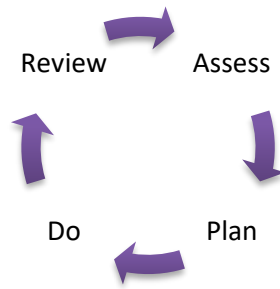
We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

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.

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 SENISS, Seedlings, Bank View 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:

- Our Learning Mentor
- R Time
- Massage In Schools Project (MISP)
- Rainbows, Sunbeams and Circle Time initiatives
- Play Therapy
- SEEDLINGS - CAHMS support
- EMTAS
- School Family Support Workers
- Bought in additional services according to need for example:
 1. ADHD Foundation
 2. SENISS for early Years Intervention
 3. SENISS for cognition and learning support within the other Key Stages
 4. Speech and Language Support
 5. Think Yourself Great
 6. Educational Psychologist Services.

The use of Provision Maps, Pupil Passports, School Support Plans and Play Plans will identify pupil support in school. Positive Handling Plans may also be created in partnership with parents.

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 with the assessment coordinator and will report their findings 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, Clicker 7...to support and engage children in communication

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

Children who have specific communication difficulties can be referred to Speech and Language Therapy Services or OSSME ; or in the Early Years Foundation Stage to SENISS.

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. Learning Support Assistants support children in class or through specific interventions in order to enable children with SEND accessing the 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 Brown, Mrs Bradley, Miss Hughes and 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, Building a Bridge to Books, Lifeboat-to support children with specific need i.e. dyslexia.*

Mrs. Malone from SENISS support our children with particular learning needs in literacy and Dr Lee Randall is our educational psychologist who assess pupil's needs and delivers high quality training to all staff.

Mrs Beattie also delivers training to staff including Team Teach - Care and Control.

3. Social, emotional and mental health:

In the first instance: children are supported by their class teacher, team leader and Learning Support 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, Sunbeams, Massage in Schools Programme, Think Yourself Great, 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 Seedlings, ADHD foundation.

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 (05.10.18), we have 79 children receiving some form of SEND 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 and 5 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 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	All staff and pupils, Spring Report shared with parents at Parent's evening	Termly

In February new targets are set – Parents receive a written Spring Report SMT and Staff review pupil progress towards targets set in Autumn	Review of progress towards targets SEND Review	Termly Y2 and Y6 twice termly review of targets
Year 6 and Year 5 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/evening.	Termly
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 its review	All staff involved with the pupil including SENCO and external agencies 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 and Play 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 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, teachers and SMT.	

Parents are consulted upon aspects of our School Development Plan throughout the year. Questionnaires are distributed and completed. Results are later collated and reported to parents and governors.		Termly usually during Parent's Evening for Autumn, Spring and Summer terms.
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 teachers/SENCO, Learning Mentor, Intervention Lead.	As needed
Parental Support from External agencies i.e. Educational Psychologist Services, SENISS...	Courses provided to enable and support parents and carers to identify need and develop suggested strategies.	As and when available.

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>)
JB AB, RH, JB	Special Educational Needs and Disability Numbers Count Trained Teachers	National SENCO Award – accredited Degree Trained through Edge Hill University, SIL
JB AB and RH	Trained for Mathematics interventions	Degree
Learning Support Assistants PD, AH, BOL, CT, LS, KR	Trained for Mathematics interventions	Trained SIL
LR, LB and CB	Reading Recovery Trained Teachers	Degree Trained SIL
Learning Support Assistants CG	Literacy support	Trained SIL

Learning Support Assistant EG	Sign-a long	
Learning Support Assistant JH	PECS	
Learning mentors AS, DF Learning Support Assistants CG, NL	Bereavement and loss training	

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

- The SEND Code of Practice
- Attendance at SEN Consortia - by SENCO and Head teacher
- Our SENCO attends the School Improvement SEND Briefings in March and November
- How to support pupils with literacy and numeracy difficulties
- Precision Teaching
- Safeguarding training
- Team Teach-Care and Control
- Behavioural Leadership, staff meeting
- Mental health and emotional wellbeing- Mental Health First aid for Adults
- Mental health and emotional wellbeing- Mental Health First aid for children and young people
- Mindfulness
- Assessment for Learning - Learning to Learn – three staff
- External consultant support for school based initiatives; R Time, Circle Time and Massage in Schools Programme and social stories
- Diabetic training six staff followed up by whole staff overview at staff meeting
- Paediatric First Aid
- Social Stories
- Lego therapy
- Circle Time
- Sunbeams
- Loss and Bereavement
- ASD strategies.

Training highlighted for 2018-19

- EP training to support pupils with dyslexia
- EP training to support behavioural leadership and strategies which can be used in school
- Speech and language support- Talk about town, WELLKOMM training
- ASD/ADHD support for pupils and parents
- Diabetic information sharing, and CPD led by lead practitioner from Alder Hey
- Team Teach-Care and Control
- Positive Handling

Parental Training and Support 2018-19:

PECS Training

Parents to be directed to ADHD Foundation Training

Play therapy support

Seedlings Support-1 pupil

ASD support

SALT support

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.

Learning Support Assistants are allocated to groups of children across the school within key stage teams; supporting our EAL pupils and those children who appear on our SEND list who require additional support. They also valuably provide a variety of activities during lunchtimes.

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

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

After School Club Provision, is run by an external provider on our school premises, (Everton Kids Club).

Finance

Our notional SEN Budget this year was £245,387 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 LSA support in Early Years and Key Stage 1
- Staff Training
- Administration Support for SEND

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 15 children into EYFS with special educational needs or disabilities and we supported 16 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 worked well 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 Learning Support 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, Quality first teaching, Learning to Learn, Numbers Count.
- Successful partnerships with external agencies, resulting in pupils being well supported in school.
- Intra school support in sharing knowledge and expertise.
- Link Governor for SEND involvement; regular meetings, involvement in learning walks and talking with pupils and feeding back findings and future developments to the full Governors.
- 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 SEND Support have been represented in specific groups e.g. School Council, Monitors and Chaplaincy Group, Cross school sports competitions...
- SEND pupils being ready for the next phase of their education, having been empowered to reach their potential: growth of self-esteem and confidence and in making at least good progress in their academic and personal achievements.
- Open partnership with parents and carers within the code of practice – keeping the child central.

Further development

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

- Further development of the SENCO Team,
- Further development of SEND Governor Role,
- Accreditation of Schools Dyslexia Award,

- Accreditation of the School Inclusion Charter Mark
- Further monitoring school provision for SEND pupils, effectiveness and impact upon interventions
- Develop use of standardised systems to assess pupil progress
- Use of SIMS Discover to track and monitor the progress of SEND Pupils.

We also have planned for:

- lesson observations,
- learning walks,
- evaluation of data,
- use and impact 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 in particular, cognition and learning and the learning environment.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Inclusion 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:

October 2018