



Our Lady Immaculate Catholic Primary School

SEN (Special Educational Needs) Information Report

October 2019 - October 2020

SENCO: Mrs J Brown

SEND (Special Education Needs and Disabilities) Governor: Mrs N Beattie

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

Miss M Gallagher

Contact: 0151 260 8957

*The School SENCO can also be contacted through the SEND Email:
send@oliprimaryschool.co.uk*

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

Local Offer Contribution: (website link) oliprimaryschool.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.

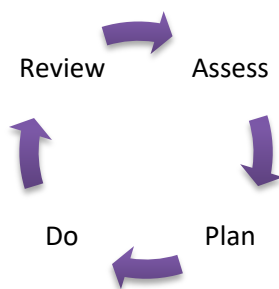
This report will be reviewed annually. If you have specific questions about Our School Local Offer please contact school.

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 does not 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 will 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 considered necessary, children may access high quality interventions, which may be delivered by trained support staff, the SENCO, or outside agencies; including Play Therapy, SENISS, Seedlings,

Educational Psychologist Services, OSSME or The ADHD (Attention Deficit Hyperactivity Disorder) Foundation...

Having consulted with children, young people and their parents, all our additional provision (internal or external), is based upon 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 Provision - using a therapeutic approach, using Th.Inc Room principles
- Paws B, for UKS2 pupils
- Massage in Schools Project (MISP)
- Rainbows and Sunbeams
- 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 - referrals to NHS services or access to Early Intervention through MAST.
 5. Educational Psychologist Services.

The use of Provision Maps, Pupil Passports, School Support Plans and Play Plans will identify pupil support in school. Positive Behaviour 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 several programmes in school, some of which are identified below.

R Time, Massage in Schools Project, 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, PECS.

Children who have specific communication difficulties can be referred to Speech and Language Therapy Services; or in the Early Years Foundation Stage to SENISS or MAST which is a new Early Years Intervention.

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 to enable children with SEND accessing the curriculum or give 1-1 support through Top up Funding/EHCP - for identified children.

Children may access several 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, CPODs, effective adult interactions.

Interventions:

Mrs Brown 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, Reading Wise, IDL and Lifeboat-to support children with specific need i.e. dyslexia.*

Dr Lee Randall is our Educational Psychologist who assesses pupil's needs and delivers high quality training to all school staff.

Mrs Beattie also delivers training to staff including Team Teach - Care and Control and has supported R Time Interventions. More recently she has introduced Paws b to our children.

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 several 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. Several school-based programmes can be accessed to support children these include:

R Time, Circle Time, Rainbows, Sunbeams, Massage in Schools Programme, Play Therapy, Seedlings, Paws b.

Our Prayer Garden and Oratory also provide an oasis for quiet prayer, reflection and contemplation. Our Inclusion Hub, is also a space where a variety of interventions can take place through external providers or our own school staff.

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

With the agreement of parents' further support may be accessed for pupils through Play and Art Therapy, CAMHS or Seedlings.

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 several 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 our Inclusion Hub, Disability access to toilet and adaptations.

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

This year we are further developing a Quiet Place, which we call The Inclusion Hub, for those children who may need a low sensory or quiet place to be. The interventions which take place there are to support pupils' SEMH. These are mainly therapeutic, which are akin to the principles of Th.Inc Room. Enhanced Circle Time, Lego Therapy, Rainbows and Sunbeams also take place in this low sensory environment. Other groups of children across school can also access this facility.

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 (05.10.20), we have 81 children receiving SEND Support. Two of these pupils have an EHCP, an Education and Health Care Plan.

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.

Although EAL (English as an Additional Language) pupils do not come under the umbrella of SEND; we have 75 pupils in school who are learning English as an additional language. A small number of EAL pupils are also SEND pupils. As we are an Inclusive school, EAL pupils receive additional support from EMTAS on a rolling programme.

	Communication and interaction	Cognition and Learning	Social, Emotional and mental Health Difficulties	Sensory and or Physical needs
Number of Pupils on roll 356	21 26% of SEND pupils	20 25% of SEND pupils	40 49% of SEND pupils	0

22.75% of pupils in school are on the SEND register.

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 is 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 is involved	Frequency

Spring Term		
<p>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</p>	<p>All staff and pupils, Spring Report shared with parents at Parent’s evening</p> <p>Review of progress towards targets SEND Review</p>	<p>Termly</p> <p>Termly Y2 and Y6 twice termly review of targets</p>
<p>Year 6 and Year 5 individual consultation meetings New targets are set - Written Spring Report</p> <p>Following SMT Pupil review with staff and SENCO, February</p>	<p>All staff, parents and pupils</p> <p>Spring Report shared with their teachers and parents. Appointments made throughout the day/evening.</p>	<p>Termly</p>
<p>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</p>	<p>All staff involved with the pupil including SENCO and external agencies when required.</p>	<p>Termly or more frequently if required.</p>
Action/Event	Who is involved	Frequency
Summer Term		
<p>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.</p>	<p>All staff and pupils</p> <p>Summer Report shared with parents at Parent’s evening</p>	<p>Termly</p>
<p>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</p>	<p>All staff involved with the pupil including SENCO and external agencies when required.</p>	<p>Termly or more frequently if required.</p>
Additional Parent Consultation		
Action/Event	Who is involved	Frequency
Open door policy.	Pupils, parents, Teacher/TA,	Termly or more frequently if

Review of targets for children on the SEND register at School Support	SENCO, School Family Support Worker and any external support agencies when required	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 reported to parents and governors.	Parents, teachers and SMT.	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	Special Educational Needs and Disability	National SENCO Award (NASCO)– accredited Degree, LJMU Trained through John Moore's University and SIL
CB	Special Educational Needs and Disability	Beginning NASCO training this year 2020-2021 Training through John Moore's University and SIL
AB, RH, JB	Numbers Count Trained	

	Teachers	Training through SIL, School Improvement Liverpool
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 JH, RS Teacher, EG	Sign-a long	
Learning Support Assistant JH	PECS	
Learning Mentor, DF SENCO, JB Learning Support Assistants, CG, NL	Bereavement and loss training	
Th.Inc Room Training JB	Therapeutic Support	Training 2019 -20, has extended to this year due to Covid 19.

This year, (October 2019 - October 2020) 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
- Safeguarding training
- ADHD Champion for EYFS (Early Years Foundation Stage)
- Mental health and emotional wellbeing- Mental Health First aid for Adults-Lisa Wisher, (This will continue as Covid 19 interrupted training opportunities)
- Diabetic training for four staff
- WelKom and Elkan Training –EYFS focus, to be continued this year due to Covid 19
- How to support pupils with neurological difficulties in the classroom- teaching of reading, writing and mathematics
- ADHD Foundation Training through Consortia- Pupils with a diagnosis in EYFS, Girls and ADHD/ASD
- HANNEN – Speech and Language Training – two EYFS staff
- Anxiety and relaxation through Yoga

City and North Consortia INSET Training Day February 2020

Staff from across our Consortia attended the following training:

- How to support pupils with literacy and numeracy difficulties; dyslexia and dyscalculia in the classroom - SENISS
- Clever Counting EYFS – Vicki Clever
- Supporting inclusive play and interaction for Early Years Pupils - SENISS
- Signalong - Signalong
- Sensory Circuits – Shine
- Lego Therapy - Dr L Randall
- Behavioural Management - working with Parents – ADHD Foundation
- Child Mental Health- teaching strategies –ADHD Foundation
- ASD (Autism Spectrum Disorder) strategies which can be used in the classroom, science behind Autism and Communication – OSSME
- Academic Resilience – Young Minds
- Developing attachment and Trauma informed Practice – Jennifer Nock

Training highlighted for 2020 - 21

- ASD/ADHD support for pupils and parents through The ADHD foundation
- OSSME support for Sensory Circuits
- Th.Inc room Accreditation by SENCO to continue – to support R Time staff
- Accreditation of an LSA – Th.Inc Room training
- Member of SENCO Team to undertake NASCO training 2020-2021
- Rainbows and Sunbeams training for staff
- Ongoing support from our external partners; MAST, OSSME and The ADHD Foundation, ADHD Champion for EYFS
- Early Years intervention for Speech and Language
- Hannen Training- Early Years- Practitioners
- Support for Mental Health of pupils in schools - MHT – Mental Health Trailblazing Training
- ROAR training
- Mental Health First Aid – Lisa Wischer
- Social Stories-SENISS
- Behaviour CPD- When the Adults Change, Everything Changes- Paul Dix- Whole School approach
- Bespoke training from EP services
- Bespoke on-line training CPD for all staff- Safeguarding and SEND
- Development of PSHE curriculum – emotional well being
- DSL training.

This is not an exhaustive list.

Parental Training and Support 2019-20:

Parents to be directed to ADHD Foundation Training through Consortia, City and North 3 Autumn/Spring 2020

Parents' awareness raising for EYFS pupils with Neurological difficulties - virtual training due to Covid 19 restrictions Autumn 2020.

This training will continue throughout 2020-2021.

Parents can also access support through our school:

Play therapist

Seedlings Consultant

School Family Support Worker

ASD and ADHD Pathways

ADHD Foundation and OSSME continue to support parents

And through our Learning Mentor.

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 are also allocated to particular groups for 1-1 support through Top up Funding or those on an EHC Plan, (Education and Health Care Plan). They also valuably provide a variety of activities during lunchtimes to support pupils.

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).

Teaching Staff also provide a lunchtime club for those children who find this unstructured time difficult. There is also a lunchtime dance club as an alternative twice a week. However, during Covid 19 restrictions this has been suspended.

Finance

Our notional SEN Budget this year was £89,786 and the expenditure breakdown of that income is as follows and this includes:

- Commissioned external services
- Additional teaching resources to support Hub Interventions, including SEMH provision
- 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 6 children into EYFS with special educational needs or disabilities and we supported 8 children's transition to the secondary phase of their education.

Our approach involved:

- Liaising with local nurseries; in particular Everton Nursery School and Children's 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 and our Year 6 teachers negotiated additional meetings through Zoom for vulnerable pupils and met the SENCOS also in this way.
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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 (Continuing professional development) 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.
- Use of CPOMS for storing and retrieving SEND documentation securely.
- Intra school support in sharing knowledge and expertise through Consortia. Our SEND INSET Day was particularly successful in accessing support from a range of agencies.
- Acknowledgement from the ADHD Foundation for supporting our EYFS pupils.
- Link Governor for SEND involvement; regular meetings, 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 residentials pre Covid-19.
- 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.
- Our SENCO support with a Liverpool school through time of transition allowed for the sharing of good practice.

- School Hub during Covid-19, also served for the sharing of good practice through the partnership of schools.

Further development

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

- Further development of the SENCO Team, a team member embarking on the NASCO qualification for SEND, time allocated weekly to work alongside the school SENCO
- Accreditation of the School Inclusion Charter Mark
- Further monitoring school provision for SEND pupils, effectiveness and impact upon interventions
- Further development of the Hub for SEMH and wider school support
- Purchase of resources to support SEMH pupils
- Develop use of standardised systems to assess pupil progress
- Development of a SEND IT programme for a whole school approach to SEND. Training will take place in Autumn 2020
- Appraisal target - to support disadvantaged groups in writing - monitor pupil progress, development of writing and vocabulary for all pupils
- 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 these impact on development,
- governor training.

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:

November 2020

