



# Our Lady Immaculate Catholic Primary School

## SEND (Special Educational Needs) Information Report

*October 2020 - October 2021*

*SENCO: Mrs J Brown / Mrs C Bowcock*

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

*SEND Team: Mrs J Brown, Mrs C Bowcock, Mrs E Stalker and Mrs A Bradley*

*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.

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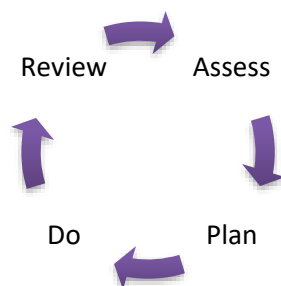
### **Our Approach as a School:**

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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: using summative and formative assessments in the first instance. Assessments will also be made in partnership with other staff within school, (Learning Support Assistants and our Learning Mentor) and a range of external support partners when appropriate.

**Plan:** Class teachers are responsible for planning and differentiating the curriculum for all children in their care. The SENCO and parents will also be consulted and 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 when 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 KS2 pupils and Dots for KS1 pupils, (SEMH support)
- DETSY Programme – Virtual School Liverpool, (SEMH support)
- Massage in Schools Project (MISP)
- Rainbows and Sunbeams - for those who have experienced, separation, loss or bereavement...
- Circle Time Initiatives
- ROAR - whole school approach to SEMH support
- RISE – class based/team approach to support SEMH needs
- Play Therapy
- School Family Support Workers
- EMTAS – For pupils who are learning English as an additional language

Bought in additional services according to support SEND 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
6. SEEDLINGS - CAHMS support

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.

This year we have introduced “Provision Map” through Edukey. This new online system has enabled staff to create the pupil’s Play Plans/School Support Plans, which can then be shared with their parents and carers. Parental responses to their child’s plans are both encouraged and welcomed.

**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 and their team 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:**

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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 our designated 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 and identified EHCP support - for specific 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, 1<sup>st</sup> 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.

## **3. Social, emotional and mental health:**

In the first instance; their class teacher, team leader and Learning Support Assistants within their Key Stage Team support all children.

Children are additionally 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, Dots and the Detsy Programme.*

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.

Dr Lee Randall – Educational Psychologist - School also have access to his learning portal for additional training and access to SEMH support through the RISE programme. Tokens can be given to parents so that they too can access the parent's portal.

Mrs Beattie also delivers training to staff and supports R Time Interventions. More recently she has introduced PawsB pre Covid 19 and Dots to our KS1 children, to support SEMH needs post Covid 19.

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.

We are further developing our Quiet Place, within The Inclusion Hub, for those children who may need a low sensory or quiet place to be. The interventions, which take place there, 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. It also facilitates external provision.

Other groups of children across school can also access this facility.

Trained Learning Support Assistants are also able to develop sensory circuits for those children who will benefit from this type of provision, usually at the beginning of the day and during the afternoon sessions.

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

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As of (01.11.21), we have 89 children receiving SEND Support. One of these pupils has 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 89 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 annual programme.

	Communication and interaction	Cognition and Learning	Social, Emotional and mental Health Difficulties	Sensory and or Physical needs
<b>Number of Pupils on roll</b> 368	<b>21</b> <b>26% of SEND pupils</b>	<b>20</b> <b>25% of SEND pupils</b>	<b>40</b> <b>49% of SEND pupils</b>	<b>0</b>

25% 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
<b>Autumn Term</b>		
<b>Target Setting</b>  Following SIP visit and SMT Pupil review with staff and SENCO in October	All staff and pupils  Target Report shared with parents at Parent's evening through Provision Map	Termly or half termly for Year 2 & Year 6  Autumn, Spring and Summer Term
<b>Year 6 and 5 Pupil's Individual Consultation Meetings</b>  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-physical appointment or via Zoom/phone call/class email	Target setting report
<b>Review of Pupil Support and Play Plans</b>		



Parents and staff involved with the target setting process for their child and the intended intervention, outcome and review. Play Plans and School Support Plans are shared through Provision Map.	All staff involved with the pupil including SENCO and external agencies when required.	Termly or more frequently if required.
<b>Action/Event</b>	<b>Who is involved</b>	<b>Frequency</b>
<b>Spring Term</b>		
<b>Review of Targets set in Autumn Term</b>		
Following SIP visit, SMT Review of - levels with SENCO and class teachers In February new targets are set – Parents receive a written Spring Report	All staff and pupils, Spring Report shared with parents at Parent’s evening or via Zoom/ phone call/ class email	Termly
SMT and Staff review pupil progress towards targets set in Autumn	Review of progress towards targets SEND Review – Play Plans/ School Support Plans are shared via Provision Map.	Termly Y2 and Y6 twice termly review of targets
<b>Year 6 and Year 5 individual consultation meetings</b>		
New targets are set - Written Spring Report	All staff, parents and pupils	Termly
Following SMT Pupil review with staff and SENCO, February	Spring Report shared with their teachers and parents. Appointments made throughout the day/evening via Zoom/ telephone call.	
<b>Review of Pupil Support and Play Plans</b>		
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.  Play Plans and School Support Plans are shared via Provision Map.	Termly or more frequently if required.

Action/Event	Who is involved	Frequency
<b>Summer Term</b>		
<p><b>End of Year Review of pupil progress.</b></p> <p>Review of progress towards targets set at the beginning of the year, Spring Term and new targets are set for next year.</p>	<p>All staff and pupils</p> <p>Summer Report shared with parents at Parent's evening/ email and feedback through a Zoom call, class e-mail or via telephone call.</p>	Termly
<p><b>Review of Pupil Support and Play Plans</b></p> <p>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>Play Plans and School Support Plans are shared through Provision Map. Parental responses are encouraged through Provision Map however, it is also accepted through a Zoom call, class e-mail or via telephone call.</p>	Termly or more frequently if required.
<b>Additional Parent Consultation</b>		
Action/Event	Who is involved	Frequency
<p><b>Open door policy</b></p> <p>Review of targets for children on the SEND register at School Support or EHCP</p>	<p>Pupils, parents, Teacher/TA, SENCO, School Family Support Worker and any external support agencies when required</p>	Termly or more frequently if required
<p><b>Parental questionnaires</b></p> <p>Parents are consulted upon aspects of our School Development Plan throughout the year. Questionnaires are distributed and completed.</p>	<p>Parents, teachers and SMT.</p> <p>Questionnaires can also be accessed through Parent App</p>	Termly usually during Parent's Evening for Autumn, Spring and Summer terms.

Results are later collated and reported to parents and governors.		
<b>EHCP/EHAT Review</b>  Review of Statement/Education and Health Care Plan 0-25 years or an Education Health Assessment Tool (EHAT) reviews.	Pupils, parents, Learning Mentor, 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
<b>Interventions</b>  Parents may wish to speak to school staff regarding interventions...	Head teacher, Deputy Head teachers/SENCO, Learning Mentor, Intervention Lead.	As and when needed
<b>Parental Support</b>  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 on-going 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	National SENCO Award NASCO 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 LR, LB and CB	Trained for Mathematics interventions Reading Recovery Trained Teachers	Trained SIL Degree Trained SIL
Learning Support Assistants CG	Literacy support	Trained SIL
Learning Support Assistant JH, RS Teacher, EG	Sign-a long	Trained NHS
Learning Support Assistant JH	PECS	Trained NHS
Early Years and KS1 Learning Support Assistants NL, RB, PF, RS,BOL,LM	WELCOMM Training – support of EYS/KS1 pupils	Trained MAST practitioners
ADHD Advocate for EYS Teacher, GD	Early identification and support for neurodiverse pupils	ADHD Foundation
Learning Mentor, DF SENCO, JB Learning Support Assistants, CG, NL	Bereavement and loss training	Trained SIL
DETSY training SENCO JB Learning Mentor DF Learning Support Assistant CG	CLA pupils through Virtual Schools Attachment and Trauma	Trained Virtual School
Th.Inc Room Training SENCO, JB	Therapeutic Support	Trained SIL
ROAR Training YPAS SENCO JB Learning Mentor DF Teachers AB, TC	SEMH Support –whole School Approach	YPAS
Whole School - Attachment and Trauma Training Restorative practices	SEMH Support –whole School Approach – designated INSET whole School Approach – designated INSET	On-going 2021-2022 Jenny Nock
Staff training – Care and Control	Safe Handling reaccreditation	Autumn 2021

**This last year, (October 2020 - October 2021) we have put in additional training into the following areas:**

- The SEND Code of Practice

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- 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
- WelComm and Elkan Training –EYFS and KS1 focus, to be continued this year 2021-22, due to Covid 19
- HANNEN – Speech and Language Training – two EYFS staf
- URLEY – Speech and language- EYFS staff

### **Training highlighted for 2021 - 22**

- Continued OSSME support for development of Sensory Circuits
- Accreditation of an LSA – Th.Inc Room training
- Rainbows and Sunbeams training for designated staff
- On-going support from our external partners; MAST, OSSME and The ADHD Foundation and for our ADHD Champion for EYFS
- Early Years intervention for Speech and Language – new staff
- Hannen/URLEY Training- Early Years- Practitioners – New staff
- Support for Mental Health of pupils in schools - MHT – Mental Health Trailblazing Training
- ROAR training – EYS Staff, LKS2 Staff
- Behaviour CPD- When the Adults Change, Everything Changes- Paul Dix- Whole School approach to continue this year, Jenny Knock restorative practices
- Nicky Beattie – Behaviour Leadership – to continue this year- review and development of practice
- Bespoke training from EP services – RISE Programme and access additional training support for parents
- Bespoke on-line training CPD for all staff-RISE Programme
- Safeguarding and SEND Teams – Annual updates
- SEND workshops-EHCP development...co production support...SIL
- DSL training.

This is not an exhaustive list.

### **Parental Training and Support 2020-21:**

Due to Covid 19, this support was somewhat restricted this year and tended to be virtual support from our external agencies. This was most welcomed by our parents.

Parents to be directed to ADHD Foundation Training through Consortia, City and North 3 Autumn/Spring 2020-21

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

This training will continue throughout 2021-2022 when it can be arranged.

**Parents can also access support through our school:**

- Educational Psychologist
  - Play therapist
  - Seedlings Consultant
  - MAST practitioner
  - School Family Support Worker
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- ASD and ADHD Pathways
  - ADHD Foundation and OSSME continue to support parents

...And through our Learning Mentor.

## **Staff deployment**

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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 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 quiet lunchtime club for those children who find this unstructured time difficult. However, during Covid 19 restrictions, this was suspended. This will be introduced for this academic year, 2021-2022.

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## Finance

Our notional SEN Budget this year was £163,911.00 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

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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 **3** 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. Virtual 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

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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?

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- A further member of SEND Team – gaining NASCO Award September 2021 – development of their skills, knowledge and understanding to support SENCO and SEND pupils across school.
- Further development of effective partnerships with external experts to support learning and emotional health and well being for all our SEND pupils.
- Teacher and Learning Support Assistant interventions in narrowing the gap between our SEND pupils and their peers and supporting their SEMH Needs on return to school post Covid 19 in March 2021.
- Introduction of Provision Map and School Robins to refine and embed school SEND Practice.
- Development of CPD (Continuing professional development), for all staff has supported and impacted upon learning for our SEND pupils, Quality first teaching...development of new systems – Provision Map. Provision Map and School Robins will continue to be embedded into school practice during 2021-2022.
- Successful partnerships with external agencies, resulting in pupils being well supported in school or at home via Zoom or phone calls.
- Successful partnership with parents via designated send email, class email, Zoom conferences or phone calls.
- Use of CPOMS for sharing, storing and retrieving SEND documentation securely within our school systems and with our external partners.
- Link Governor for SEND involvement; regular meetings, talking with pupils and feeding back findings and future developments to full Governors.
- SEND pupils being ready for the next phase of their education, having been empowered to reach their potential, (with further areas for development indicated due to Covid 19), growth of self-esteem and confidence.
- Open partnership with parents and carers within the code of practice – keeping the child central.
- Use of ICT – use of Zoom, class emails and send email to support pupils and liaise successfully with parents and carers.



## Further development

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

- Further development of the SENCO Team, time allocated weekly to work alongside the school SENCO
- Embedding Provision Map and School Robins within school systems, and to encourage parental input and comment during ADPR process
- 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
- Appraisal target - to support disadvantaged groups in writing - monitor pupil progress, development of writing and vocabulary for all pupils
- Use of SIMS Discover/Insight to track and monitor the progress of SEND, CLA and EAL Pupils
- Attendance target for those pupils who require it to be shared with pupil/parents and recorded within PP/SSPs.

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 2021**