



## **SEND Annual Information Report**

**October 2022**

### **How does the school identify children with special educational needs?**

Concerns can be raised by the child's class teacher, a parent/carer or the child.

- If there is a change in the child's progress or behaviour the teacher will try different strategies to support the child.
- The class teacher can raise concerns using the schools Cause for Concern form which sets out the class teachers concerns and the short term intervention that has been used for the child
- The teacher will monitor the impact this in class additional support has over two half terms.
- The class teacher will have a discussion with the SENCo to discuss additional support/ resources that can be incorporated into the classroom environment.
- The SENCo will observe the child in his or setting and may then seek additional advice from the school Inclusion Consultant.
- The school SENCo and class teacher will meet with the child's parents to inform them of schools concerns, to gain an understanding of the parent's views and to request permission for referrals to be made to outside agencies.
- If required, referrals will then be made to the appropriate external agencies depending on the child's needs i.e. Occupational Therapy team, Speech and Language team, the school Educational Psychologist.
- A SEN Support Plan is put in place for the child detailing the approaches used by the class teacher to support the child and his or her learning needs. Recommendations from external agency involvement, assessments and reports will be added to the plan. The class teacher manages the plan and is accountable for supporting the child in the most effective and appropriate way.
- Parents will be invited in to look at the SEN support plan with the class teacher and SENCo. They will be asked to contribute to the plan with their views on their child's learning and progress.
- SMART targets will be set for the child for the each term and all staff working with the child will be made aware of these targets.
- Class teacher and parents will meet at the end of each term to review the SEN Support Plan and targets. Parents, pupil and class teacher will adjust targets based on the child's progress in relation to each one.
- Across the school, children's progress is continually monitored, evaluated and discussed between the Senior Leadership Team and class teachers during Pupil Progress Meetings. These meetings identify children who are not making expected progress and therefore require more targeted support.

A child is identified as having SEN if, in order for them to make progress, they require additional or different support to the School's 'High Quality teaching' approach.

### How many children in the school have special educational needs?

There are currently 41 children on the SEN Register as of October 2022.

These pupils receive additional and different provision and interventions and have had or will be having involvement from external agencies such as the Speech and Language team, Occupational Therapy Service, Community Paediatrician involvement, School Educational Psychologist.

In addition to this, there are children across the school who receive 'Enhanced High Quality' Provision which means they receive interventions that are different to those that the class teacher would put in place as part of differentiation within the class. Many of these pupils will be working with teaching assistants who will have a record of this additional provision to monitor impact of the interventions within a given time period.

### Number of children with SEN Support Plans, High Needs Funding and with Statements of SEN or Education Health Care Plans.

There are 22 children with SEN Support Plans.

There are 3 children with an Education Health Care Plan and 8 children who receive High Needs Funding.

### What types of special educational needs does the school currently provide for and how is this proportioned?

Communication and interaction 9  
Cognition and Learning 15  
Social, Mental and Emotional Health 9  
Sensory and/ or Physical 2

There are however some children on the SEN register who would probably fall into more than one of the above categories.

### How is provision determined and how does the school evaluate the effectiveness of its provision?

All teachers have had up to date training on 'High Quality teaching', SEN support plans, Code of practice section 6 as well as attending 1:1 workshops with the school Inclusion Consultant.

All staff have had training on using B Squared online assessment to update support plans and track progress.

All staff have access to Sefton's High Quality Teaching booklet that sets out adjustments and strategies that can be used in the classrooms for children with specific SEN needs

Pupils who are making slow progress may access interventions that are more than the teachers' differentiation within 'high quality teaching'. An 'Intervention Plan' plan will be drawn up for TA's to use and refer to during the delivery of a programme as well as baseline assessments being carried out at the beginning and end of delivery to evaluate its effectiveness.

If children are not making progress or are in need of additional and different provision, then a SEN Support Plan will be implemented in consultation with the parents and the child. Referrals to outside agencies may also take place.

### **Our school 'Graduated Approach'**

The process for implementing SEN support is described in the Code of Practice as the 'Graduated Approach' and has four stages:

#### **Assess**

Our School will gather all information available, to gain an accurate picture of the child's needs. This could include teacher, pupil, parents' and outside agencies' views and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and this is used to discuss primary concerns with the relevant personnel.

#### **Plan**

A SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan which will include: quality first inclusive teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets will be measured. Any focused support from a teaching assistant in class and outside of class will also be noted on the plan. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise a pupil's contact with his/her class teacher. Resources to ensure access to curriculum or environment.

#### **Do**

Once a pupil has a SEN Support Plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time, they will ensure that they talk to the SENCo for further advice.

#### **Review**

Termly reviews of the SEN support plans will take place between class teacher and parents. Interventions will be evaluated along with the view of the child and the child's parents/ carers. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review further options may be put into place: Advice or assessment may be requested from outside agencies.

Parents and or School can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the School taking a graduated approach with relevant actions over time.

### **How is progress monitored?**

Progress is monitored through tracking of progress across the year and through regular Pupil Progress meetings with SLT.

Half termly data is collated by class teachers and children causing concern will be discussed and appropriate support will be put in place.

Children with SEN will have a SEN Support Plan and their progress will be tracked using B Squared.

SEN support plans are reviewed three times per year; once every term. Impact of interventions will also be reviewed by class teachers, SENCo and TA's and assessments carried out such

as Salford Reading and Spelling Assessments.

**When was the School SEN Offer last reviewed and when will it be reviewed next?**

The School SEN Offer has been reviewed and updated in June 2022 and will be reviewed again at the beginning of Summer term 2023

**When was the SEN Information Report reviewed and updated?**

The SEN Information Report was has been reviewed and updated in July 2022 and will be Reviewed again in the Summer Term 2023.

**Has the SENCo undertaken the necessary training?**

The SENCo has completed the National SENCo Award in 2020  
The SENCo has been attending SEN Cluster Meetings.  
The SENCo works closely with the ICON and other outside agencies for advice and support.  
The Deputy Headteacher is available to offer advice and guidance to the SENCo.

**Have the relevant staff members received appropriate training to support the children in the school?**

All staff in the academic year of 2021-2022 attended numerous training sessions around SEN. These included training on and around;

- how to complete the new SEN Support Plans,
- The Code of Practice and the importance of teachers being accountable for children with SEN,
- Autism 'Identification and Support',
- Signalong communication system
- Some staff teaching children with more complex needs have received more specific support from the ICON, who has observed in class and suggested ideas for more inclusive teaching styles.
- Training has also been discussed with SALT for whole school training in Sign along to support children with Communication difficulties.

**Which external agencies and support agencies are the school working with and how well is this working?**

All agencies report that they are working positively with families/ children and have a positive impact on pupils' engagement which results in at least good progress for all the pupils.

- Occupational Therapy
- Physiotherapy service
- Speech and Language Therapy
- Parenting 2000 Counselling Service
- Educational Psychologist
- School Nurse
- Inclusion Consultant
- SENDIAS
- Early Help

**How does the school work collaboratively with parents?**

Parents are involved in discussing children's needs and progress during parents' evenings, they are also invited into School for termly Review Meetings for their children with SEN to discuss the support plan and progress towards targets.  
Parents are included in the graduated approach through reviewing and developing SEN Support Plans and Records of Intervention.

The class teachers and SENCo have regular meetings and phone conversations with parents.

#### **How does the School include pupil voice in plans and provisions?**

SEN Support Plans are shared with children and their views are always taken into consideration and recorded onto the plans.

Children's views on their own progress and effectiveness of interventions are also respected and recorded on their SEN Support Plan.

#### **What is going well?**

All staff are up to date with the SEN Code of Practice and understand what is meant by delivering 'high quality teaching approaches'.

SEN Support Plans are in place to monitor children's progress as part of the graduated approach.

Teachers have developed the SEN Support Plans further to suit the needs of their children.

There is consistency in what we provide as high quality teaching, enhanced high quality teaching And specialist provision.

Staff are becoming more confident in using Bsquared as a means of assessment and tracking for pupils with SEN

The transition from one class to another for each child on the SEN register has improved as current teachers are sharing the SEN support plans and 1 page profiles with the next teacher.

Staff are increasingly understanding that they are accountable for the progress made by any SEN children in their class.

Meeting with Pupil Premium Coordinator, Assessment Coordinator and SENCo to produce a Provision map to inform future planning.

#### **What is going less well and needs to be improved?**

A more effective assessment/ tracking process for children on the SEN register using B Squared-SENCo.

Some children with dyslexic traits are not being identified early enough.

class cause for concern list to monitor children's progress across the year- teachers and SENCo to monitor to see if a pattern of concern emerges over the terms and can put interventions and "high quality" strategies in place.

Visiting teacher's do not always know which children are on the SEN register or how to meet their needs in the classroom. Raise profile of One Page Profiles so that visiting teachers are aware of needs of children in class and how best to support them.

On-going monitoring of SEN support plans is needed to ensure all staff are completing accurately and sharing with parents in face to face meetings

**Updated July 2022 by SENCo. Mrs P Clayton**