**SEN Information Report - July 2016**

SEN Governors: Reverend Tom Allen and Mrs Janet Matthews

SENCO: Mrs Rose Findell

Contact: r.findell@fmp.liverpool.sch.uk

0151 226 1929

Dedicated SEN time: 5 mornings teaching

2 afternoons - management and leadership time

Local Offer Contribution: [www.fsd.liverpool.gov.uk](http://www.fsd.liverpool.gov.uk)

**Our Approach as a School:**

We welcome all children and their parents/carers to Florence Melly Community Primary School. Our approach as a school is to meet the needs of children as set out in our School’s SEND Policy, which is available on our website or at the main office.

 We recognise the definition of SEND as stated in the Code of Practice 2014:

**“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.** (p.83)

We promote a **person centred,** **graduated approach** whilst promoting **Quality First Teaching** and additional interventions.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



**Assess:**

* Through quality first teaching all teachers are responsible for every child in their care, including those with special educational needs
* Children’s progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis
* This informs a differentiated approach to teaching and learning. If there are concerns parents are informed at this early stage

**Plan:**

* Planning is based on prior attainment and according to individual need
* Teachers plan their differentiated lessons and tailor specific provision to children whose needs were identified at the Assess stage
* Children with SEN have an individual Pupil Profile which supports this personalised planning
* If a pupil with SEND needs support the parents **must** be formally notified
* The teacher and the SENCO should agree in consultation with the parent and the pupil the planned support and the expected impact on progress, development or behaviour
* In addition there is a clear date for review

**Do:**

* Children with SEN at the SEN Support stage have an individual Pupil Profile which supports personalised learning
* The class teacher should remain responsible for working with the child on a daily basis

even when the interventions involve group or one-to-one teaching for example with a teaching assistant

* Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* The SENCO supports the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

**Review:**

* The school’s SENCO will liaise with all class teachers, teaching assistants, LSA’s, curriculum leaders and Learning mentors to discuss progress towards outcomes and review need
* If more specialist support is necessary the SENCO will meet with parents and children to discuss referral to external agencies
* 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 the child
* We hold both our internal/external providers and ourselves to account

**SEN Needs:**

**Children’s Special Educational Needs and Disabilities (SEND) are generally thought of in the following four broad areas of need and support:**

1. **Communication and interaction**
* The support at school for those with a speech, language and communication difficulty is identified early
* Help is provided by external agencies such as the Speech and Language Support Service and SENNIS
* Children with language difficulties have received additional support from our two learning mentors and LSAs
* Children are also provided with opportunities, for communication and interaction such as Circle Time, Time to Talk and Talking Partners
1. **Cognition and learning**
* This area is catered for using a wide range of intervention programmes, depending on the individual’s need
* There are two qualified teachers and two learning mentors as well as HLTA and TA support staff involved in delivering interventions
* External services are delivered by SENISS specialist teachers and outreach support staff from Bank View
* Staff from the Beanstalk Reading Service also contribute to reading support on a voluntary basis
* These intervention programmes are tailored to individual needs which are determined using the **Assess, Plan, Do, Review** approach
1. **Social, emotional and mental health**
* The learning mentors based at school are trained and experienced in supporting children with social, emotional and mental health difficulties
* They have supported children this year in both in group situations and on a one to one basis
* There are staff trained in bereavement support and the school follows the Rainbows programme for children affected by loss
* This year we have had access to a counsellor
* We have also accessed external support from CAMHS and Ernest Cookson and other external providers when required throughout the year
1. **Sensory and/or physical needs**
* Provision is made for children with sensory or physical needs to take part in all areas of the Curriculum
* This has included educational trips, residential trips to Colomendy and extra curriculum activities
* Parents are always be contacted before a planned activity if we think a child needs additional support to meet the required health and safety standards
* The school is fully wheelchair accessible with a lift from the ground to the first floor
* There are also disabled changing facilities, toilets and a shower
* We have sensory provision in the form of a portable dark den
* These have all been utilised effectively during the year

Contact details are available at the school office for those parents who do not have English as a first language and teaching staff give verbal information to parents have literacy difficulties.

The school’s Accessibility Plan details our physical provision (see Accessibility Plan). This provision includes:

* Ramps to all entrances and exits
* Two disabled toilets
* A lift
* Disabled parking bays
* Fostering positive relationships and promoting equality of opportunity so barriers to learning are removed.
* Ensuring written information is on dyslexia friendly paper, on the school website, in newsletters and translated if appropriate

As of *July 2016*, we have *54 (12%) of* children receiving some form of SEN Support. Our SEND profile shows that the SEND register made up of the following groups:

**24** children **44%** of those listed on the register are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

**9** children **16%** of those listed on the register are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.).

**9** children **16%** of those listed on the register are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder and anxiety).

**13** children **24%** of those listed on the register are identified as having SEN linked to Sensory and Physical Needs (including disabilities such as those affecting sight and mobility).

We have internal processes for monitoring quality of provision and assessment of need.These include for example learning walks and data analysis.

**Co-producing with children, young people and their parents**

We encourage parents/carers and their children to make an active contribution in our open door policy and in through;

|  |  |  |
| --- | --- | --- |
| Action/Event | Who’s involved | Frequency |
| Parents’ evenings | Class teacher, Parent, Learning Mentors, SENCO and SEN support Teacher | Twice a year |
| Pupil Profile Reviews | SENCO, Child, teacher (shared with parents) | Three times a year |
| Reviews/Annual reviews/EHATS | Parents, child, teacher, outside agencies | Dependent on child’s needs or necessary reviews |
| Parental questionnaires | All parents | Annual |

**Staff development and Qualifications (including training for 2015 – 2016)**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

|  |  |  |
| --- | --- | --- |
| Name of person | Area of expertise (link to any recent training) | Level of Qualification *(i.e. Masters, NVQ, Degree, HLTA)* |
| Rose Findell | SENDSENCO attends SENCO briefings, transition event, SEND conference 2017,Addvanced Solutions – ‘Recognising Neurological Conditions’, ‘Sensory Processing Training’ SENNIS - Training from Down Syndrome Society Brain Injury Training, Supporting children with Expressive and Receptive Language Problems | NASCO (National Award in SENCO Coordination)Masters in advanced Educational Practice (SEN)PGCE in DyslexiaQTSSensory Processing Course |
| Julie Doyle | SEND – attended SEN BriefingsSensory Processing CourseAwareness of Neurodevelopmental conditionsSupporting the Hidden Disability | QTS |
| Kerry M | Looked after Children training Bereavement UK Training  | Learning MentorBA in Youth Work |
| Penny Haynes | Bereavement UK Training Sensory Processing CourseAwareness of Neurodevelopmental conditions | 0.5 Learning Mentor |
| Carmen Hughes | 3 day HLTA courseSupporting Children with mathematical difficulties and DyscalculiaBrain Injury TrainingLexia Intervention Training | HLTA (to be verified) |
| Vicky Reid | 3 day HLTA courseManaging Challenging Behaviour | HLTA (to be verified) |
| Leslie Styles | 3 day HLTA courseManaging Challenging Behaviour | HLTA (to be verified) |
| Joe Doyle | 3 day HLTA course | HLTA (to be verified) |
| Nicky Bear | Supporting Children with mathematical difficulties and DyscalculiaBrain Injury Training | QTS |
| Lucy Sainsbury | Speech and Language Therapy Support Training | TA |
| Helen Slade | Supporting children with Expressive and Receptive Language Problems | QTS |
| Karen Burnett | Supporting Children with Down Syndrome Training | Reception Teacher and EYFS Manager |
| Carol Haynes | Brain Injury Training Supporting children with Expressive and Receptive Language Problems | TA |
| Leanne Waters | Managing Challenging Behaviour | TA |
| Claire Sanabrias | Relationships that Hurt and HealTrain the Trainer – including aspects re Vulnerable and SEND (Inset shared with Staff) | Deputy Head and Safeguarding lead |

Whole staff Safeguarding training in January provided by Claire Sanabrias focused specifically on safeguarding for children with SEND and vulnerable children. Staff awareness was raised and specific documents pertaining to this were included in the training. Three staff are due to attend a course on 1st July provided by CAMHS entitled ‘Supporting Anxious Children’. Class teachers are continually developed to ensure **Quality First Teaching** and effective differentiation within the class. We have had support in Maths and English from School Improvement Liverpool this year and positive outcomes can be seen in attainment data for Maths and English. We achieved the ‘Maths Counts Quality Mark (Silver) this year.

**Staff deployment and involvement of the governing body**

* Considerable thought, planning and preparation goes into utilising support staff at Florence Melly
* Our aim is to ensure children achieve the best outcomes and gain independence and from the earliest possible age
* Our full staff list is available on our website
* We value and actively seek the support and challenge provided by the governing body as stakeholders at Florence Melly
* The SEN Information report is shared with the SEND governors prior to being published
* It is a statutory duty that our SEN Information report is published on our website

**Finance**

Our SEN Budget this year was spent in the following ways**:**

* Support staff – 22 support staff in addition to quality first provision by teachers. This includes two learning mentors and one nursery nurse
* Commissioned external services = SENNIS, Bank View, Educational Psychology Services
* Additional teaching resources have been purchased on a needs led basis
* Staff Training – (Listed above)
* One to one support provided for two children

A full list of our external partners who we work with can be found in our contribution to the Local Offer. We seek the support the children need using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

**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 and neighbouring partners
* Effective transition is very important to us, our children and their parents/carers
* This year, we worked with our feeder partners to welcome*3*children with special educational needs or disabilities
* The SENCO attended the Transition event in June where 13 of our children with SEND or vulnerabilities were discussed with secondary colleagues and records were passed on
* Throughout Year 6 children attend Science classes in Alsop to aid transition
* Two children are being welcomed into school in September and additional transition arrangements are in place for them this term
* One of our children is presently undergoing transition arrangements into a special setting
* Regular transition arrangements for the Early Years are also on-going this term

**Complaints Procedure relating to SEND**

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved with the SEN Governor.

* All SEN complaints must follow the school’s formal complaints procedure
* The SEN Governor is consulted
* External advice may be sought
* Key legislation regarding the matter is identified
* Good levels of communication with the parents/carers are maintained throughout the process
* Meetings with the parents/carers are arranged, perhaps involving a mediator such as Independent Supporters
* Key issues are identified including where there is agreement
* Discussions should take place with the SENCO
* Reports provided by outside agencies should be considered
* Outcomes are reviewed examining what progress the pupil has made
* Pupil profiles are reviewed examining what progress has the pupil made
* Any behaviour logs, including strategies, are shared with parents/carers

**What has worked this year**

* Progress of children in maths and english target groups has been very positive
* Transition arrangements at all phases including transition to other settings has worked very well
* Staff training and CPD has been very successful in meeting needs which the school has identified. This has enhanced staff CPD but more importantly has meant children’s needs are effectively met
* Pastoral support has been very effective this year. This includes bereavement support on a weekly basis which has been very beneficial for a specific group of children
* Safeguarding training provided has raised awareness of vulnerabilities of children with SEND
* Children with SEND have been included in the Beanstalk Reading Project and this has improved their confidence and enjoyment of reading as well as their ability
* ‘Positive Me’ provided by positive futures was beneficial to a group of girls with very low self-esteem. The learning mentors worked successfully with this group for a term and the outcome of this intervention was very positive

**Further development**

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

* Capturing pupil voice through pupil questionnaires to demonstrate that children and young people feel supported and happy in their setting
* Further engagement of parents and carers by providing coffee mornings
* Create a parents’ SEND Forum to help with co-production and to look at policies and documents to ensure accessibility
* Strategic review and audit of interventions and review of provision mapping throughout the school to ensure commitment and consistency
* Further work on clear ‘entry and exit ‘ data for children in interventions
* Strategic overview of the effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers
* Develop relationships with parents and carers of children with SEND in the Early Years Foundation Stage to aid early intervention and good communication

**Relevant school policies underpinning this SEN Information Report include:**

* SEN Policy
* Local Offer
* Marking Policy
* Accessibility Plan
* Equal Opportunities Policy

**Legislative Acts taken into account when compiling this report include:**

* Children & Families Act 2014
* Equality Act 2010
* Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

**July 2016**