

SEND Information Report – July 2018

SEND 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 English/Maths

2 afternoons - management and leadership time

Local Offer Contribution: 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.

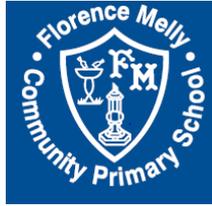
We recognise the definition of SEND as stated in the Code of Practice 2014:

“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 supporting **Quality First Teaching**, Children's independence and provision of additional interventions where appropriate.

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 and/or disability.
- Children's progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis as appropriate.
- This informs a differentiated approach to teaching and learning. If there are concerns parents are informed at this early stage and the concerns are monitored.

Plan:

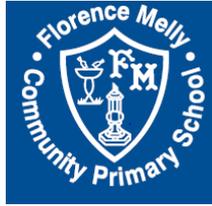
- Planning is based on prior attainment and according to individual need.
- Teachers plan their differentiated lessons and tailor specific provision to children whose needs were identified at the Assess stage.
- Children with SEN have an individual Pupil Profile which supports this personalised planning through a child centred approach.
- 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 should be 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 must 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 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 pastoral mentors as appropriate, 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 LSAs.
- Children are also provided with opportunities, for communication and interaction such as Circle Time, Time to Talk and Talking Partners.

2. 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 pastoral support as well as HLTA and TA support staff involved in delivering interventions.
- External services are delivered by SENISS specialist teachers and an outreach support teacher from Bank View (until Easter 2018).
- 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

3. Social, emotional and mental health

- The Pastoral Support Officer based at school is trained and experienced in supporting children with social, emotional and mental health difficulties.
- He has supported children this year in both group situations and on a one to one basis, also in a lunchtime club sharing strengths and enhancing coping strategies and co-operation.
- The part time pastoral support T.A has also worked 1:1 and in small groups on Self- esteem and confidence.
- SENCO and pastoral support have both been trained in Mental Health First Aid.
- This year we have had some access to a counsellor who has supported children coping with bereavement and loss.

4. 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 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, interpreters have been accessed including for parent's evenings and teaching staff give verbal information to parents who 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 where appropriate.

As of July 2018, we have 115(25.5%) of children receiving some form of SEN Support. Our SEND profile shows that the SEND register made up of the following groups:

50 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).

37 children 32 % of those listed on the register are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.).

20 children 17 % 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).

8 children 7 % 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 through;

Action/Event	Who's involved	Frequency
Parents' evenings	Class teacher, Parent/Carer, Pastoral Support, 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, SENCO, Deputy Head, outside agencies	Dependent on child's needs or necessary reviews
Parental questionnaires	All parents	Annual
Coffee mornings, ASD training, Parent courses.	Parents, Pastoral Support, SENCO, Outside Agencies.	Coffee mornings – weekly Training Courses – as appropriate.

Staff development and Qualifications (including training for 2017 – 2018)

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>i.e. Masters, NVQ, Degree, HLTA</i>)
Rose Findell	SEND SENCO attends SENCO briefings, transition event, NASEN National SEND conference 2018, Mental Health First Aid Training.	NASCO (National Award in SENCO Coordination) Masters in advanced Educational Practice (SEN) PGCE in Dyslexia QTS Sensory Processing Course Child in Mind Therapeutic Play Course Mental Health First Aid Training Regular Consortia Meetings
Julie Doyle	SEND – attended SEN Briefings Sensory Processing Course Awareness of Neurodevelopmental conditions Supporting the Hidden Disability	QTS
Joseph Doyle	Safeguarding Training Self- Harming in Children and Young People (OLSS) Behaviour as Communication (OLSS) Anxiety in Children and Young People (OLSS)	Pastoral Support Officer/HLTA

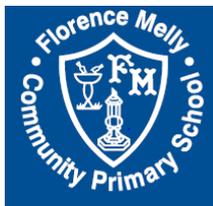


	Mental Health First Aid Certificate Choose to cope anxiety training	
Lucy Sainsbury	Anxiety in Children and Young People (OLSS)	T.A
Marion Campbell	Anxiety in Children and Young People (OLSS) Roar Mental Health First Aid Training for children. Behaviour as Communication (OLSS)	TA and pastoral support
Jason Mullen	Diabetic Training	QTS
Sylvia Wilson	Supporting Children with Down Syndrome Training	1:1 support
Helen Slade	Supporting Children with Down Syndrome Training Diabetic Training	Year 3 Teacher and English Manager
Aaron Leach	Safeguarding Conference	Acting Deputy Head
Paul McKenzie	Tracheostomy Training	Assistant Head
Alison Tichy	Diabetic Training	TA
Susan Harris	Tracheostomy Training	TA

Whole staff Safeguarding training has been updated this included safeguarding for children with SEND and vulnerable children. Staff awareness was raised and specific documents pertaining to this were included in the training.

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 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 Pastoral Support Officers and one nursery nurse
- Commissioned external services = SENNIS, Bank View, Educational Psychology Services, Purple Circle (ASD Support)
- Additional teaching resources have been purchased on a needs led basis
- Staff Training – (Listed above)
- One to one support provided for six children

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

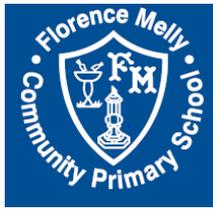
School External Partnerships and Transition Plans

- 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 May where 9 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 Early Years children are being welcomed into school in September and additional transition arrangements are in place for them this term.
- Regular transition arrangements for the Early Years are also on-going throughout the summer term.

Complaints Procedure relating to SEND

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher 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

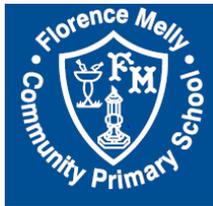
What has worked this year

- Progress of children in Maths and English target groups has been very positive, Children in year 6 have had extensive small group support by a Qualified Teacher.
- 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. Mental Health has been a focus of staff training. 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 a lunchtime invitation only club for those children who are vulnerable or need additional behavioural support or supervision.
- Safeguarding training has continued to provide 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.
- Children have benefitted from small group and 1:1 pastoral support sessions.
- All lunch-time supervisors have had up to date ASC training.
- Two children have received EHCPs and have been allocated specialised settings as chosen by their parents.
- Two children have received EHCPs and have remained in school with appropriate support as was their parent's choice.
- 39 families have engaged in the EHAT support process.
- Pupil Profiles where all children on the SEND register can voice what's important to them and their needs and aspirations have been set up.
- Parent Coffee mornings and ASD training by 'Purple Circle'.
- Wider use of PIVATs to assess children who are achieving significantly below target.

Further development

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

- A more intensive approach to tackling the concerns regarding Speech, Language and Communication especially in the Early Years and Year 1 by the use of interventions run by a qualified Teacher.
- Qualitative Case Studies particularly regarding SEMH.
- Ensure consistency of inclusion throughout the school by greater use of learning walks and monitoring.
- Clear entrance and exit data for all structured interventions.
- Social and Communication provision for those children with ASC.



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:

Sept 2018