

# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## SEND INFORMATION REPORT 2020/21

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY  
'IF YOU CAN DREAM IT, YOU CAN DO IT!'



### FLORENCE MELLY COMMUNITY PRIMARY SCHOOL SEND INFORMATION REPORT 2020/21 AUGUST 2021

#### 1. Useful Information

Florence Melly Community Primary School		
<b>Tel. Number</b>	0151 226 1929	
<b>SENDCO</b>	Mrs. Rose Findell	
	<a href="mailto:r.findell@fmp.liverpool.sch.uk">r.findell@fmp.liverpool.sch.uk</a>	
<b>SEND Governors</b>	Rev. Tom Allen	Mrs. Janet Matthews
	<a href="mailto:schooladmin@fmp.liverpool.sch.uk">schooladmin@fmp.liverpool.sch.uk</a>	<a href="mailto:schooladmin@fmp.liverpool.sch.uk">schooladmin@fmp.liverpool.sch.uk</a>
<b>Local Offer</b>	<a href="http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page">http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page</a>	

<b>Total Number Of SEND Pupils (July 2021)</b>	121
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Florence Melly Community Primary School welcomes all children and their parents/carers. The school's approach is to meet the needs of children as set out in the School's SEND Policy, which is available on the website or at the main office.

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

**"A pupil has SEND 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)**

The school promotes a person centred, graduated approach whilst supporting Quality First Teaching, Children's independence and provision of additional interventions where appropriate.

All staff recognise that Children's Special Educational Needs and Disabilities (SEND) are generally categorised in four broad areas of need and support:

- Communication and Interaction (SLCN)
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

## 2. Our Approach as a School

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 SEND have an individual Profile which supports this personalised planning through a child centred approach.
  - If a pupil with SEND needs support the parents will be formally notified.
  - The teacher and the SENDCo should agree in consultation with the parent and where appropriate 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 SEND 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 SENDCo 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:**

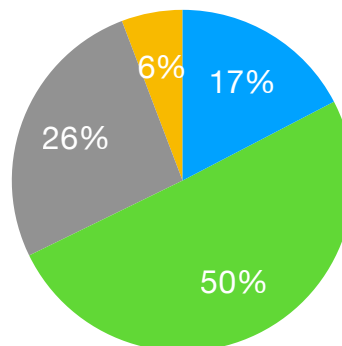
- The school's SENDCo will liaise with all class teachers, teaching assistants, LSA's, curriculum leaders and pastoral mentors as appropriate, to discuss progress towards outcomes and review need.

- If more specialist support is necessary the SENDCo 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

### 3.1 SEN Needs

Although pupils' may be identified as having more than one specific additional need, they are listed on the school's SEND register under their primary need. The information (reflected July 2021) is shown below:

**Total Identified Pupils:** 121  
**SLCN:** 61  
**SEMH:** 21  
**Cognition and Learning:** 32  
**Sensory/Physical:** 7



### 3.2 Approach to SEND 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

- Those children with a speech, language and/or communication difficulty are identified early.
- Help is provided by external agencies such as the Speech and Language Support Service and SENISS.
- Children with language difficulties have received additional support from our LSAs.
- Children are also provided with opportunities, for communication and interaction such as in interventions e.g Socially Speaking, Time to Talk and Talking Partners, Chatterbug in the early years.
- Speech and Language opportunities are encouraged as part of a wide and balanced curriculum.

#### 2. Cognition and Learning

- This area is catered for using a wide range of intervention programmes, depending on the individual's need.
- There is an extremely well qualified and experienced SENDCo and pastoral support as well as an unqualified teacher and TA support staff involved in delivering interventions.
- External services are delivered by SENISS specialist teachers.
- Volunteers also contribute to reading support.
- These intervention programs are tailored to individual needs which are determined using the Assess, Plan, Do, Review approach and from Individual Concern Sheets submitted by the previous year's class teacher.

#### 3. Social, Emotional and Mental Health

- The Pastoral Support Officers 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 group situations and on a one to one basis, also in a lunchtime club sharing strengths and enhancing coping strategies and co-operation.
- They have also worked 1:1 and in small groups on Self-esteem and confidence.

- SENDCo and pastoral support have all been trained in Mental Health First Aid.
- The SENDCo is trained in Recovery for Childhood ACES.
- This year we have had access to trailblazers
- We also buy into YPAS Seedlings counselling service.

#### 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 and extra curriculum activities.
- Parents are always contacted before a planned activity if it is thought that 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.
- We have sensory provision in the form of sensory boxes around the school.

#### 4. ACCESSIBILITY PLAN AND EAL NEEDS

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 in the format needed.

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 use at parent's evenings, teaching staff give verbal information to parents who have literacy difficulties.

#### 5. IDENTIFYING AND ASSESSING PUPILS

These are the policies we use to identify and assess pupils:

- Assessment Policy
- SEND Policy

We have internal processes for monitoring and evaluating the quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, monitoring planning and book scrutiny. Involving parents and learners in the dialogue is central to our approach and we do this through:

Action	Involvement	Frequency
<b>EHATs Termly/Annual Reviews</b>	SENDCo Rose Findell, EHAT Lead Marion Cambell, Parents, Class Teacher/Teaching Assistants, Local Authority, Additional Outside Agencies.	Termly or as and when appropriate

<b>Open Door Policy</b>	Headteacher: A Leach Assistant Headteacher: K. Baillie Assistant Headteacher :N Bear SENDCo: R Findell Pastoral Support Officers: J Doyle, M Campbell	As needed
<b>Parent/Pupil Meetings</b>	Parent, Child, Class Teacher, SENDCo	Termly
<b>Staff Meetings</b>	All teaching staff.	Half-termly
<b>Parental Courses</b>	Parents, SENDCo, Pastoral Support, Outside Agencies	Half termly/as appropriate

## **6. Consultation**

### **6.1 Parents**

Parents are consulted at EHAT meetings, termly parents meetings and at reviews. In addition to this, if necessary, Mrs. Findell will arrange further meetings with parents and possibly outside agencies. Parents are very welcome to call into school or telephone to make additional appointments.

### **6.2 Children**

Any children who have an EHAT, EHC Plan or are in receipt of top up funding are involved in the process. Mrs. Findell will meet with them before the review and try to capture their voice. In addition to this Mrs. Findell carries out pupil voice questionnaires.

## **7. How we Evaluate and Adapt**

Every child on the SEND register will have an Individual Profile. Targets will be set and these will be reviewed termly. In addition to this, all staff running interventions will keep notes, track key information and have interventions clearly logged (in books/intervention sheets/CPOMs or in other ways).

Mrs. Findell compiles and monitors the Pupil Profiles but class teachers set and review targets. There is a weekly SEND team meeting in which progress and concerns are shared. All staff are regularly liaised with via regular meetings both during and after the school day.

High quality teaching is the first step in responding to pupils who have or may have SEND. It is key that all staff have an understanding of the child's needs, know the barriers to learning, what the child's strengths are, have high aspirations and what teaching strategies are known to help. Class teachers plan and adapt the curriculum to ensure that all children are able to take part. Teachers may break down tasks into smaller, mini tasks, they may give extra time, provide visual prompts, give support to enable children to organise their writing or provide alternative methods of recording. Teaching assistants play a vital role in providing additional support to identified children.

Visual timetables are in every classroom, all classes have an additional adult as well as the teacher. There are many interventions that run throughout the school. All classes have a number of laptops/iPads that can be used to provide an alternative method of recording.

Activities are chosen with all children in mind and teacher's plan accordingly. PE lessons are adapted where necessary and a teaching assistant will always be there during the PE lesson to ensure that they can support children with physical disabilities. Children who require additional

support on the playground are identified and a named adult is responsible for their safety/ wellbeing.

Mr. Doyle, the school's Mental Health Lead, and Mrs. Findell SENDCo work closely with the school counsellors from YPAS who provide support for children who are struggling socially, mentally or emotionally. The school is part of the 'Trailblazers' project which train counsellors. Mrs Findell works with YPAS triaging referrals accordingly.

## 8. STAFF DEVELOPMENT, QUALIFICATIONS AND EXPERTISE

Florence Melly are committed to developing their staff, and supporting those with areas of expertise. The following information highlights some areas of qualification and expertise within the school:

Staff Name	Area of Expertise	Level Of Qualification
Mrs. R. Findell	SEND	Masters in Advanced Educational Practice (SEND specialism), PGCE Dyslexia, National SENDCo Award, ACEs Recovery Trained, Think Bricks Trained (Lego Therapy), Therapeutic Play Trained. QTS PGCE (age 3-12) B.A (Hons) Geography Mental Health First Aider Prevent Trained
Mr. J. Doyle	Mental Health	Degree: Mentoring HLTA Football Coach Level 3 Mental Health First Aider Prevent Trained Training as Counsellor
Miss. M. Campbell	Pastoral Support	Degree: B.Chem T.A Level 3 Learning Mentor Level 3 CBT Level 3 Trained Lead Safeguarding Mental Health First Aider Prevent Trained Neglect Cert Trained School EHAT lead
Mrs. M. Dean	SEN	Diploma in SEND Level 2 Level 3 Level 4 Dyslexia Awareness Cert ADHD Awareness Cert
Mr K Baillie	Assistant Head	Safeguarding Lead B.A (Hons) Education Studies with Theology and Religious Studies

Although hindered to due the national pandemic over the past twelve months, several staff have been involved in courses aimed at building their skills in areas such as SEND needs and provision, and behaviour management.

<b>Staff Name</b>	<b>Position</b>	<b>Training</b>
Mr. K Baillie	Assistant Headteacher	Behaviour Management Training Positive Handling Training
Mrs. R. Findell	SENDCO	Precision Teaching and Dyscalculia (Led by SENISS through consortia) Zones of Regulation training (Led by Ed Psych Service) New to the role of Governor training.
Mr. J. Doyle	Pastoral Support	Level 1 Counselling (on-going)
Miss. M. Campbell	Pastoral Support	Dyscalculia training Zones of Regulation training
Mrs. C. Moses	Teaching Assistant	Sensory Awareness Training led by O/T
Mr. J Mullin	Teacher	Tracheostomy Awareness
Miss. C. Stokes	Teaching Assistant	Tracheostomy Awareness training
Mrs. A. Tichy	Teaching Assistant	Zones of regulation training
Mrs L Pryce	Teacher	Precision Teaching
Miss C Dalton	Teaching Assistant	Zones of regulation training
Mrs J Doyle	Teacher	Cochlear implant equipment training from the Sensory

Whole staff Safeguarding training has been updated including safeguarding for children with SEND and vulnerable children. Staff awareness was raised and specific documents pertaining to this were included in the training. Whole staff training was led by Mrs Findell on Autism, ADHD and Legal Responsibilities of the Class teacher.

## **9. Staff Deployment and the Involvement of the Governing Body**

TAs and Support staff, through quality first teaching, assist 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.

The aim is to ensure children achieve the best outcomes and gain independence from the earliest possible age. A full staff list is available on our website. The governing body actively seek to support and challenge life at Florence Melly as proactive stakeholders. The SEND Information Report is shared with governors and SLT prior to publication.

As per statutory duty, the school's SEND Information Report is published on the SEND information section of the website.

## 10. FINANCE

The school's SEND budget for 2020/21 was closely monitored and expenditure was utilised as below:

- Support staff – 29 support staff in addition to quality first provision by teachers. This includes Pastoral Support Officers, administration staff and one nursery nurse
- Commissioned external services = SENISS, Educational Psychology Services, OSSME (ASD Support), YPAS
- Additional teaching resources have been purchased on a needs led basis
- Staff Training – (Listed above)
- One to one support provided for eight children
- Sensory Service provided 1:1 support for an additional child.
- Additional funds were allocated by the head to enhance resources and training.

A full list of our external partners who we work with can be found in Florence Melly's contribution to the Local Offer. The school seek to support the children's needs using an outcomes-based approach. This emphasises the accountability on the school and its partners.

If it is felt necessary, by school and parents, top up funding is applied for to enable any children who require additional support to make progress or to participate in the activities of the school.

### 11.1 EXTERNAL PARTNERSHIPS

Florence Melly work closely with a wide array of external partners including: the ADHD Foundation, SENISS, OSSME, the Educational Psychology Service, The Sensory Service, CAMHS, Speech and Language Therapy, YPAS Seedlings, the Occupational Therapy Service, the Beanstalk Reading Project and the government backed Mental Health Trailblazers project provide one day a week of low level counselling.

This has benefited the children/young people of Florence Melly 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.

Where necessary any health and social services bodies, LA support services or voluntary organisations are invited to attend EHAT reviews or EHCP reviews.

### 11.2 SUPPORT SERVICES AND THEIR CONTACT DETAILS

Some of the organisations that work in partnership with the school can be contacted below:

Organisation	Telephone Number	Website
ADHD Foundation	0151 4861788	<a href="http://www.adhdfoundation.org.uk">www.adhdfoundation.org.uk</a>
CAMHS	0151 2933662	<a href="http://www.freshcamhs.org">www.freshcamhs.org</a>
OSSME	0151 3309500	<a href="http://www.autisminitiatives.org/ossme">www.autisminitiatives.org/ossme</a>
YPAS	0151 7071252	<a href="http://www.ypas.org.uk">www.ypas.org.uk</a>



## **12. Transition**

If a child with SEND is due to change school, then the next school will be contacted and a meeting requested to discuss needs, strategies and what works for the young person. Visits have been arranged for children to familiarise themselves with their new surroundings. However this has not been as easy or straightforward this year due to COVID 19 restrictions. The school's SENDCo and year 6 teachers work closely with the new school to make the transition as smooth as possible. Throughout Year 5 and 6, children are given opportunities to visit local High Schools, experience public transportation and there is an ongoing dialogue with schools within the local community, again this has not been as thorough this year due to restrictions from COVID 19 which have made some of our regular transition preparation impossible.

Transition within school is also planned carefully. Opportunities to visit new classrooms and meet new staff are given. Staff will meet for a handover meeting where needs, strategies and techniques are discussed at length. Regular transition arrangements for the Early Years are also on-going throughout the summer term.

The school's SENDCo usually attends School Improvement Liverpool's Annual Transition Event to further develop strategies to aid smooth transitions to Key Stage 3, unfortunately this was cancelled this year due to the pandemic but visits from some Secondary colleagues were still able to go ahead allowing them to meet the children who are moving on to their settings .

## **13. Complaints**

In the first instance any concerns should be raised with the SENDCo and/or Assistant Head teachers. A formal complaint against the provision of SEND can then, if necessary, be made to the Headteacher. If unresolved this can be escalated to the appropriate SEND Governor.

All complaints must follow the school's documented complaints procedure, and the following must be taken into consideration:

- 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 SENDCo
- 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
- Are all expectations of the parent/carer and accommodations made by the school of a reasonable nature.

## **14. IN REVIEW**

### **Coronavirus**

Florence Melly has been committed to ensuring that standards of inclusion are maintained during the Coronavirus outbreak. We are following the DfE guidance documents, which can be found [here](#).

In line with these documents children, we have worked with parents and carers to support identified children to transition back to school in line with their needs, using a range of approaches including social stories, contact with key staff and phased returns.

Where children have been working from home in a blended or lockdown scenario they have been supported to access learning as much as possible. Support for families is available from the SENDCo, class teachers, SLT members and pastoral officers, also external services such as OSSME, the Educational Psychology Service and SENISS

Risk assessments have been completed to enable external specialists to work with our children, and for intervention groups to happen in school where this is needed. Our approach to groups will minimise staff working across defined class "bubbles" and key stages. Social distancing will be applied by staff working with different groups of children.

This year we have reviewed how we do things at Florence Melly with a self-critical eye. We have begun to update our SEND training schedule with all staff receiving Autism training, ADHD training and training on their legal responsibilities and duties towards those children in their classes with SEND.

We are further committing to meeting with parents on a more regular termly or half termly basis where appropriate to discuss targets, concerns, strengths, moving forward and commitments by all stakeholders..

Currently 17 children have EHCPs and 7 children receive high needs funding. 8 children receive 1:1 support and there is an additional application for high needs funding in to the central funding team.

Highly effective safeguarding training has continued to raise awareness of the vulnerabilities of children with SEND, and the Safeguarding Lead ensures this is continually at the forefront of the school agenda. Whole school safeguarding training is provided regularly.

## **15. A Strategic Plan Moving Forward**

In 2020/21 our strategic plans for enhancing SEND provision in our school have been in the context of Coronavirus. The initial focus included development of a return recovery curriculum focused on emotional wellbeing of all children. This included a focus on play linked to the approach of redeveloping social and communication skills and support all learners to access learning and feel happy and safe in school.

Further development will be to enhance training in SEND for all staff, to build our banks of resources and strengthen communication in all areas of the school life including SEND.

There will continue to be planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and monitoring on how this impacts on development. Regular line management meeting at all levels will take place to enhance progress and accountability.

## **16. Policies and Legislative Acts**

Relevant school policies underpinning this SEN Information Report include:

- SEND 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

**This report was presented to the school's Governing Body in September 2021.**

**This report will next be reviewed in July 2022.**

**This report was compiled by Mrs Rose Findell (SENDCo).**