

Florence Melly Community Primary School SEND Information Report

IF YOU CAN DREAM IT, YOU CAN DO IT!



Policy Approval

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Written by:	Christina O'Keefe (Inclusion Lead/SENCO)					New or revised policy:	Revised			
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	✓	✓	✓	✓	✓	✓	✓		✓	
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Florence Melly Community Primary School

SEND Information Report - November 2022

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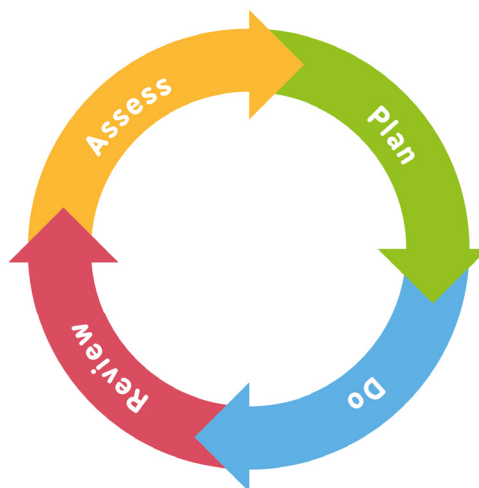
Local Offer Contribution: [FSD Local Offer Florence Melly Community Primary](#)

As of November 2022, we have **120** children receiving SEN Support. This equates to **27%** of the total number of children on roll.

Our Approach as a School

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 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 priority to discuss our DREAMS core values and aspirations with ALL our learners. We strive to ensure that all children believe that, **'if they can dream it, they can do it!'** 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:



To reflect the Code of Practice (2014), in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). *'Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities.'*

Assess

In assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil along with their previous progress and attainment. This is put in the context of the individual's development, compared to the school's core approach to pupil's progress, attainment and behaviour and their peer and national data. The pupil's own views are sought, as are those of external support services, if

involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

Plan

We will notify parents/carers if their child is being provided with SEN support, despite prior involvement and communication. The teacher and SENCo agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do

The School's SENCo, Mrs O'Keefe, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how this can be linked to classroom teaching.

Review

Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the school, in partnership with the local authority, at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo, will revise the support in light of the pupil's progress and development, and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings, and the SENCo attending meetings offsite to support the transition process.

Having consulted with children, young people 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/young person and hold both our internal/external providers and ourselves to account.

SEN Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- Those children with a speech, language and/or communication difficulty are identified early.
- Support is provided by external agencies such as the Speech and Language Support Service, Chatterbugs, OSSME and SENISS.

- Children with language difficulties receive additional support from our teachers and TAs, as required.
- Children are also provided with opportunities to develop communication and interaction through interventions, such as: Socially Speaking, Talkabout, Time to Talk, Talking Partners, NELI and using specific Chatterbugs programmes.
- Speech and Language opportunities are encouraged as part of a wide and balanced curriculum.

2. Cognition and learning - for example, where children and young people learn at a slower speed than others of their own age, despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or maths.

- This area is catered for using a wide range of intervention programmes, depending on the individual's need. These include: Precision Teaching, Toe by Toe, Read Write Inc interventions, Word Shark, TT Rockstars, working memory groups, small group support, pre-teaching.
- There is a well-qualified and highly experienced SENCo and a highly skilled Pastoral Lead, as well as skilled TA support staff involved in delivering interventions.
- Advice from external services is sought through SENISS specialist teachers and Educational Psychology.

3. Social, emotional and mental health - for example, where children may experience social and emotional difficulties, which can manifest in different ways. This difficulty can present in varying ways, examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

- The Mental Health Lead and Pastoral Lead are trained and experienced in supporting children with social, emotional and mental health difficulties; they support children in both small group situations and on a one-to-one basis.
- The SENCo is trained in Recovery for Childhood ACES and therapeutic play.
- Children are also provided with opportunities to develop SEMH through interventions, such as: Think Yourself Great, Zones of Regulation, Lego Therapy and Social Stories.
- To further support pupils with SEMH needs, the school often seek the support and expertise from a number of agencies and professionals who have specialisms in this area. Links are established with the following: Child & Adult Mental Health Services (CAMHS), Seedlings and the Mental Health Support Team.

4. Sensory and/or physical needs - where a child has a physical disability or sensory impairment, the relevant support is planned for and provided, often through the provision of additional/adapted equipment or by adjustments to the school timetable.

- In some cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training/awareness of specific conditions.
- At times, a Medical Care Plan may be written to support the physical/sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually. The medical expertise of professionals working alongside a child with sensory/physical needs are vital. It is their input which usually informs how best to support the individual.
- Provision is made for children with sensory or physical needs to take part in all areas of the curriculum; this includes educational trips and extra curricular activities.

- Parents/carers 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/physical provision in the form of personalised sensory resources, Sensory Circuits, movement breaks, motor skills interventions and a sensory area within our nurture space.
- To further support pupils with sensory and/or physical needs, the school often seek the support and expertise from a number of agencies and professionals who have specialisms in this area. This includes: ADHD Foundation, OSSME, Occupational Therapy, Physiotherapy and other departments within Alder Hey.

Co-producing with children and their parents/carers

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Learning Plan Review	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Termly
EHCP Annual Review	SENCo Children Parents/carers Key staff members Professionals involved LA (if key transfer year)	Annually
One Page Profile Review	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Annually
Parent/Carer Meetings	Parents/carers Class teachers Key staff members SENCo (if needed)	Termly
Specialist Services Meetings	Specialist professionals SENCo Children Parents/carers Key staff members	As frequently as needed
Parent/Carer Training	Specialist professionals SENCo Mental Health Lead Parents/carers Key staff members	At least half-termly and/or when training is available

Open Door Policy	Children Parents/carers Class teachers Key staff members SENCo (if needed) SLT (if needed)	As and when needed
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Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification
CO	SEND	National SENDCo Award ACEs Recovery Therapeutic Play Nurtured Hearts Precision Teaching
RF	SEND	Masters in Advanced Educational Practice PGCE Dyslexia National SENDCo Award ACEs Recovery Therapeutic Play Mental Health First Aider
JD	Mental Health	Degree: Mentoring HLTA Football Coach Level 3 Mental Health First Aider Counsellor (training)
MC	Pastoral	T.A Level 3 Learning Mentor Level 3 CBT Level 3 Mental Health First Aider Neglect Certificate School EHAT Lead

This year, we have provided additional training into Zones of Regulation, tracheostomy awareness, behaviour management and SEND legislation. Our SENCO attends the School Improvement SEN Briefings in March and November.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes them to gaining independence and preparing them for adulthood, from the earliest possible age.

It is the needs of the children which leads decision making in the deployment of staff. All staff recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning, and at times staffing, can be necessary if it is believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of

children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children, not only during class-based work but during lunchtimes and throughout the extended school day.

Finance

As a school, we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teachers for withdrawal and nurture groups
- Teaching resources
- Professional development and training

School External Partnerships and Transition Plans

The Code of Practice (2014) states that, '*SEN support should include planning and preparation for the transitions between phases of education.*'

All transitions are particularly important times in a child's school life, and even more so for those with SEND. We are very aware that such times need to be managed very carefully to reduce the anxiety and worry for the children and their families.

Where more vulnerable children are concerned, individualised transition plans will be put in place to ensure the needs of each child are met. 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 are arranged for children to familiarise themselves with their new surroundings.

The SENCo and Year 6 staff members work closely with secondary schools to make transitions as smooth as possible. Throughout Years 5 and 6, children are given opportunities to visit local high schools, to experience public transportation and there is an ongoing dialogue with schools within the local community.

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

The SENCo attends School Improvement Liverpool's Annual Transition Event to further develop strategies to aid smooth transitions to Key Stage 3.

Complaints

In the first instance, any concerns should be raised with the SENCo. 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 school's documented complaints procedure. This is available on the school website.

What has and has not worked this year

As a school, we are continuously striving to recognise what has worked well and had the greatest impact on the needs of the children across the school. Recent positive developments we have identified include:

1. Working alongside the ADHD Foundation and OSSME – they have been supporting us in early identification of those with social and emotional difficulties and implementing support and strategies in a school environment to help each individual child access school and learning to their optimum. They have also supported families to implement strategies in the home environment.
2. Working with Chatterbugs and SENISS within EYFS – they have supported our staff and trained them in early identification of speech, language and communication difficulties. This has involved assessment to identify exact need and designing and implementing tailored intervention and support. They have also highlighted children for early identification of showing signs of cognitive difficulties
3. Developing links with North Liverpool Learning Partnership SENCos – this has enabled us to make links with other local schools, including those with specialist facilities to seek advice in best supporting all children with SEN, particularly those with EHCPs.

Further developments

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

	Priorities	How it can be achieved:
1	To empower all staff so that they are equipped with the knowledge and skills to effectively cater for children with SEND.	<p>An audit of staff’s competence and confidence. Relevant training planned and delivered in light of this.</p> <p>Class SEND files to be produced by SENCo to ensure that all class teachers are aware of children in their class who have SEND, have had initial concerns raised or have an EHCP.</p> <p>EHCP provision to be broken down and mapped out for class teachers and support staff. This will then be monitored termly by the SENCo.</p>
2	Improving the systems, policies and procedures around SEND, in order to effectively communicate our expectations with all stakeholders.	<p>Introduction of Edukey to coordinate all SEND paperwork in one place. Train all staff so that they are proficient in using the system.</p> <p>Open, regular communication between pupils, families, support staff, teachers, SENCo, SLT and outside agencies.</p> <p>Promotion of early identification of children with SEND.</p> <p>Introduction of one-page profiles and learning plans to support all learners with SEN.</p> <p>Regular review meetings between teachers and parents/carers (at least termly). Timely and valuable EHCP Annual Reviews.</p>

3	Identifying meaningful interventions to address pupils' needs and monitor the delivery and impact of these on learners.	<p>Research and bring in the most meaningful interventions in each area of need.</p> <p>Ensure that staff have access to all resources needed, feel confident (trained) and are given adequate time to plan and deliver interventions.</p> <p>Use pre and post assessments to monitor the impact of interventions and inform next steps.</p>
4	Ensuring that all children have access to Quality First Teaching.	<p>Ensure that all teachers are aware of the needs of the children in their class and are able to differentiate accordingly for each individual.</p> <p>The deployment of a teaching assistant into every classroom for core subjects. Ensuring that supporting adults are briefed and trained to be able to support the needs of each child within the classroom.</p> <p>The planning and delivery of a curriculum that is inclusive to all.</p>
5	The development of a nurture base to meet the needs of some pupils with SEND.	<p>The development of the mobile classroom into a nurture base, including the purchasing of relevant furniture and resources.</p> <p>The deployment of talented, nurturing staff members.</p> <p>The identification of children who would benefit from this provision and the subsequent discussions with their parents/carers.</p>
6	Successfully appointing a new SENCo.	<p>Advertise, interview and appoint a new SENCo. Subsequent training and shadowing opportunities.</p>
7	Continually assessing our SEND provision to shape our organisation and practice.	<p>Weekly supervision meetings with the head teacher.</p> <p>Termly updates given to governors and regular meeting with the SEN Governor.</p> <p>Engagement with SEN Consortia and North Liverpool Learning Partnership for support, networking and sharing of good practice.</p> <p>Annual report for governors.</p> <p>Annual revision of SEN Policy and SEN Information Report.</p>

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Local Offer
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Equal Opportunities Policy

Acts taken into account when compiling this report include:

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