

Barlows Primary School

SEND Information Report

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"To Give of our Best"

2017-2018

Reviewed and updated: March 2017
Approved by Governing Body: March 2017

"To give of our best, to work together, to value everyone and learn for life."

National Teaching School
designated by
National College for
Teaching & Leadership



North Liverpool
Teaching School Partnership



Apple Regional Training Centre

SEND Information Report

(March 2017)

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Dedicated SEN time: Wednesday AM

Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?record=IzPgxLTB7v0>

Our Approach as a School:

High quality first teaching and additional interventions are defined through our thorough and rigorous approaches to planning, assessing and identifying the needs of the children across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people 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 point to discuss aspirations with ALL our learners. 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:



All teachers are responsible for every child in their care, including those with special educational needs and disability. (Reference: Teaching & Learning Policy - meeting the requirements of the Code of Practice, 2015)

Assess:

Assessment is an ongoing, daily process that informs future planning. Assessments can be carried out through the efficient and effective marking of the children's work labelled with the constructive comments feedback that clearly identifies the next steps for each individual child. The marking and feedback is completed by the class teacher, PPA teacher, Higher Level Teaching Assistant or a Level Three Teaching Assistant. Children who have been identified as needing more support in specific areas will receive targeted intervention. Assessment of the intervention is a process shared with teachers and teaching assistants. Communication is a vital component of the assessment processes within our school. This includes communication between teacher, teaching assistant and parents.

Each half term there is designated assessment time that helps inform part of the teacher assessments of each child. This in turn informs the school's rigorous assessment tracker that tracks the progress

and achievement of each child in different areas of the curriculum. This assessment tracker provides information of which children need to be targeted in the next half term and identifies the progress of the vulnerable groups within our school.

Plan:

Using the information and data from the school's assessment tracker, teachers are then able to create specific and focused actions plans for the half term ahead. These action plans may focus on the vulnerable groups, specific children or groups of children with a specific area of need. These plans then form the first part of the planning process of the teachers. Teachers have designated weekly PPA time and where possible, allocated at the same time as their partner teacher in their year group. This is to plan the high quality first teaching activities for the week ahead. This ensures a thorough planning approach to take into account the specific needs of the children within that year group. Teachers also plan the interventions that will take place and which children these will include. These plans are then shared with the teaching assistants within the year group. Planning is also shared with the PPA teachers so that there is a consistent approach to the targets set for each year group.

Do:

High quality teaching is delivered by class teachers, PPA teachers, HLTAs and Level Three TA's. Interventions are delivered by teaching assistants and evaluated after each intervention carried out. These evaluations are shared with the class teachers to inform their planning for the next steps. The following is a list of how lessons are differentiated to match the needs of ability of the children within a class.

- High quality first teaching
- Differentiated curriculum planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace
- Differentiated curriculum planning and work
- Differentiated outcomes e.g. cartoon strip instead of written prose and use of Computing
- Increased visual aids
- Illustrated dictionaries and word banks
- Use of writing frames

Review:

All members of staff within a specific year group have some degree of responsibility to contribute to the review of the thorough and rigorous graduated approach of assessing, planning, doing and reviewing. This is ensuring that there is clear communication of how interventions have impacted upon the learning of the individual children. This impact is reported to parents in a termly written report sent home and through three parent open evenings. In addition to this the parents of children who have individual Learning and Progress Targets or Pen Portraits have three further opportunities to come into school to meet the class teacher and/or SENCO to review the impact and next steps for their children with SEND.

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 SEND are generally thought of in the following four broad areas of need and support:

Below is a brief outline of the some of the type of provision that the school can offer to support these children. (For a full comprehensive overview of provision please refer to SEND Whole School Provision Map.)

1. Communication and Interaction

These are some of the ways support is offered to children with SEND in Communication and Interaction the following provision is provided:

Outreach from SENISS

Support from NEYS

Speech and Language Interventions

ELKLAN

Outreach from Abbots Lea

Pen Portraits

Visual Timetables

2. Cognition and learning

These are some of the ways support is offered to children with SEND in Cognition and Learning the following provision is provided:

Phonic Interventions

Lexia Reading

One to one reading

Paired Reading

Sentence Building

Numeracy Interventions e.g. Talking Maths

Numicon

Outreach from Bank View for basic Literacy Skills

3. Social, emotional and mental health

These are some of the ways support is offered to children with SEND in Social, Emotional and Mental Health the following provision is provided:

Circle of friends,

Anger management with HLTA

Outreach from Abbots Lea

Outreach from Earnest Cookson

YPAS Seedlings - Young Persons Advisory Service

4. Sensory and/or physical needs

These are some of the ways support is offered to children with SEND in Sensory and/or Physical Needs the following provision is provided:

Funky Fingers activities -fine motor development

Handwriting support

Handwriting grips

Writing slants

Air-stability wobble cushions

Access to the sensory room

Multisensory approaches to access the curriculum

(Reference: SEND Policy September 2016)

As of (September 2016), we have **62** children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis, lesson observations, TA intervention observations, scrutiny of planning and work and meetings with parents and professionals.

Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parents Evenings	All teaching staff, Parents/carers, child	Each Term
Informal Parent Meetings	SENCO, Inclusion Manager, Class teachers, head teacher, deputy head teacher, assistant head teacher, Parents/carers, child	As and when required, depending on need and circumstances
Early Help Assessment Tool (EHAT) meetings and review meetings	SENCO, Inclusion Manager, Parent/Carers, Class Teacher Parents/carers, child	EHAT can be raised at any time with consent from parents, an EHAT is then reviewed approximately every 3 months.
Learning and Progress Review meetings	All teaching staff, SENCO, Inclusion Manager, Parents/carers, child	Parents of children being supported on the SEN register are invited to review their child's progress at the end of each half term.

Learning and Progress Targets	All teaching staff, SENCO, Inclusion Manager, Parents/carers, child	Targets are sent home to parents at the beginning of each half term.
Pen Portraits	All teaching staff, SENCO, Inclusion Manager, Parents/carers, child	As and when required- some children are supported via Pen Portraits.
Completing referrals for Assessments by External Professionals	SENCO, Inclusion Manager, Educational Psychologist, SENISS, Speech and Language, Occupational Therapist, Physio Therapist, Class Teachers, Parents/carers, child	As and when required. A referral for external professional involvement can be raised at anytime, however the waiting time for involvement from the different agencies can vary.
Education, Health Care Plan (EHC) Requests	SENCO, Inclusion Manager, Parents/Carers, Professionals requested by the LA SEN Team.	An EHC plan assessment can be requested by School in partnership with parents/carers or by Parents at any time during the year. If the request is successful a formal meeting will be organised including a representative from the LA SEN team to review the draft EHC plan prior to a final document being agreed.
Coffee Mornings/Afternoons	Inclusion Manager SENCOs Parents	Bi-Annually

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
SF	Dyslexia	PGCert PG Cert SpLD (Dyslexia) with AMBDA and ATS
SE	SENCO	PGCert - National SENCO Award
RD	Inclusion/ASD	BA

DW	ELKLAN Speech and Language Support Sounds-Write Initial Code	Accredited by apt awards (GB, formerly OCNSWR)
PB	Time to Talk Speech and Language Sounds-Write Initial Code	
GH	Further Literacy Support Circle of Friends	
NW	Catch-Up Literacy	
JG	Catch-Up Literacy	

This year, we have included additional training into the staff meeting agenda to update staff on changes to the code of practice and to review how the school communicates relevant information to SEND children and parent.

Staff have also attended training relating to:

- Speaking and listening through Narratives.
- Quality First Teaching - Phonics
- Autistic Spectrum Disorder in the Early Years

Teaching Assistants have been involved with a range of training, some delivered via the teaching schools partnership relating to:

- Paired Reading
- Spelling Intervention
- Speech and Language support
- Lego Therapy
- Autistic Spectrum Disorder in the Early Years

Our SENCO and Inclusion Manager also attend the School Improvement SEN Briefings in March and November and training related to Accessibility Plans and Equality Objectives.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, including developing greater independence and being prepared for adulthood from the earliest possible age.

Staff are deployed based primarily upon their areas of expertise and their experiences. Each year group has an appropriate allocation of Teaching Assistants.

We deploy the appropriate staff to meet the needs of all children. Quality first teaching for all forms our wave 1 approach. All classes from Nursery to Year 6 have at least one class teacher and teaching assistant support. Teaching assistants are deployed to deliver structured interventions, offer support to all children including those with SEND through small group or 1:1

support. We also deploy teachers to deliver structured interventions with children with SEND or those who require additional support, as well as children identified as being more able or talented within a particular area.

Support staff are trained in a range of areas, some of those include; paired reading support, spelling support, talk for maths, Catch-Up literacy, Lego Therapy, ASD, Circle of Friends, First Aid.

Finance

Our notional SEN Budget Year 2015-2016 was **£109,882** and can be deployed in the following way:

- Support staff
- Commissioned external services
- Additional teaching resources
- Training
- Plus any other expenses

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Children have received high quality first teaching and support in class and during intervention sessions.
- Children have access to a wide range of resources to support their needs and allow them to access the school curriculum.
- Access to specialist support and teaching through Outreach via the Consortia.
- Face to face confidential support and advice for parents/carers
- Referrals to specialist services when required
- Expert advice on additional support services that can be accessed
- Regular meeting opportunities to discuss their child's strengths and area of need

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.

Last year, we supported **9** children with special educational needs transition to the next phase in their education, and we prepared to welcome **4** children with special educational needs into the EYFS department. We supported **1** child to begin a part-time placement at a speech and language resource base.

Our approach involved:

- School Improvement Liverpool's Transition Event for Year 6 transition to Year 7.

- Additional transition events organised directly with local high schools.
- Enhanced transition packages for children with ASD.
- Reception staff visited Nursery settings to meet Key workers of children entering Reception
- Nursery staff made home visits to meet children entering Nursery
- Specific staff attended EHAT meetings to meet the families and understand the children's additional needs.
- Transition top-up funding applications were made in preparation for the children entering with additional needs.
- Linking with Fazakerley Children's Centre to support families who were new to the setting.
- Attending joint target setting meeting for a child educated in 2 settings.

Complaints

Our complaints procedure can be given upon request from the school office.

Last year we had 0 complaints regarding our SEND related policies and procedures.

What has worked well last year?

- Overall effectiveness of provision to diminish the difference between pupils identified as SEN Support and their peers.
- Early identification of SEND needs of EYFS children, evidenced by the number of referrals made and support received.
- Pupil voice has demonstrated that the vast majority of children and young people feel supported and happy in their setting.
- Transition for EYFS children with special educational needs, the appropriate support was in place.
- 100% of SEND pupils in Years 1-6 having participated in extra-curricular activities this year.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include e.g. planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

- To continue to develop staff knowledge and understanding through CPD opportunities
- To implement the use of reading ages and spelling ages to further track the progress of children on the SEND register and measure impact.
- To further support parents by enhancing their knowledge with particular areas of concern.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy
- Access Plan

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: March 2017