

Barlows Primary School



"To Give of our Best"

BARLOWS PRIMARY SCHOOL SEND REPORT

Committee with oversight for this policy	Full Governing Body
Policy approved by the Full Governing Body	Spring 2019
Policy last reviewed by the Full Governing Body	
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SEND and Inclusion Team:

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Dedicated SEN time:	Tuesday Afternoon

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: SEND Policy)

Assess:

Assessment is an ongoing, daily process that informs future planning. Assessments can be carried out through the efficient and effective feedback of the children's work with the constructive comments provided 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 or above 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, teachers complete formative assessments in each subject within the programme of study a child is working within. This formative assessment (teacher's judgments) are triangulated with the percentage of understanding within a programme of study (summative assessments) and test scores (where applicable) in Reading, Mathematics, Spelling and EGPS(English, Grammar, Punctuation and Spelling). This assessment information is then inputted onto 'OTrack', the assessment system the school uses, and the data is then used to help inform teacher's planning, identifying gaps in learning for specific children and monitor the attainment and progress of each child; including SEND and vulnerable groups, throughout the year. The school uses NFER, PUMA and PIRA tests to test children and will use Suffolk Reading Tests, PHABs, GL Assessments and other tools to assess children's attainment if required.

Plan:

Using the information and data from OTrack, teachers are then able to create specific and focused plans for the term ahead. These 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. It also provides an opportunity for teachers to identify children that are in need of support and in which area. This information is then used to plan interventions that will take place. The school uses a range of interventions that are evidence based and that are proven to accelerate children's attainment e.g. Catch Up Literacy and Success at Arithmetic. All 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, Level Three or above Teaching Assistants. 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:

- Quality first teaching
- Differentiated curriculum planning and learning activities
- Differentiated delivery e.g. simplified language, slower lesson pace
- Differentiated curriculum planning and work
- Differentiated outcomes e.g. instead of using written prose, technology could be used to support learning.
- Increased visual aids
- Illustrated dictionaries and word banks
- Use of writing frames

In addition to this, this academic year, the school has implemented an Additional Resource Provision (ARP). The ARP provides a learning space for up to 12 children, from Key Stage 2, to have more bespoke teaching activities matched to their individual needs and ability in English and Maths. The learning within the ARP focuses upon the basic skills that the children need to progress in both areas of the Curriculum. The learning in the ARP is led by the school SENCO supported by Level Three or above Teaching Assistants. All planning for the ARP is completed in consultation with class teachers. Children who work in the ARP are children who are working in a lower programme of study to that of their current year group.

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 an end of year report sent home and through three parent open evenings, when an update sheet is distributed to parents at those times. In addition to this, the parents of children who have SEND can have additional 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.

SEND Needs:

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

Below is a brief outline of 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.)

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
- Speech and Language Interventions ELKLAN
- Pen Portraits
- Visual Timetables
- 'Socially Speaking' interventions
- Lego Therapy

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
- One to one reading Paired Reading Sentence Building
- Talking Maths Numicon
- Catch Up Literacy
- Success at Arithmetic
- Time to Talk

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 Level 4 Teaching Assistant
- YPAS Seedlings – Young Persons Advisory Service
- Barnardos Counselling Service
- Social Stories with Inclusion Manager

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
- Privacy Screens
- Multisensory approaches to access the curriculum
- A range of resources as advised by Occupational Therapy e.g. exercise balls, pencil grips, trampoline etc.

(Reference: SEND May 2019)

As of (October 2018), we have 68 children or young people receiving some form of SEND 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.
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 (EHCP) 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 SENCO 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 staff member	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
CB	SENCO	Currently completing PGCert – National SENCO Award

SF	Dyslexia	PGCert PG Cert SpLD (Dyslexia) with AMBDA and ATS
SE (Previous SENCO)	SENCO Team Teach	PGCert – National SENCO Award 3 Year Accreditation
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	
SH	Team Teach	3 Year Accreditation
CO	Team Teach	3 Year Accreditation
Most Teaching Assistants throughout Key Stage 2	Success at Arithmetic	

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

Teaching Staff will attend training relating to:

- Autistic Spectrum Disorder
- Dyslexia
- Dyscalculia
- ADHD
- Team Teach

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

- Autistic Spectrum Disorder

- Dyslexia
- Dyscalculia
- ADHD
- Team Teach
- Managing Behaviours of Children with SEND

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 year groups 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; Success at Arithmetic, Talk for maths, Catch-Up literacy, Lego Therapy, ASD, Circle of Friends, First Aid.

Finance:

Our notional SEN Budget this year is £263,965 and can be deployed in the following ways:

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

List of External Providers:

The school works with the following external providers to further support children with specific needs:

- SENISS
- YPAS- Seedlings
- School Health
- Barnardos Counselling Service
- Speech and Language
- CAMHS
- Educational Psychologists

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 14 children with special educational needs transition to the next phase in their education, and we prepared to welcome 7 children with special educational needs into the EYFS department. We supported 1 child to continue 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.

Further development:

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

- Further development of the school ARP (Additional Resource Provision)
- 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 and Feedback 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
- SEN Code of Practice 2015