

Barlows Primary School

SEND Information Report

2024-2025

(Reporting on 2023-2024)



Committee with oversight for this policy:	Full Governing Body
Date policy/procedure approved by the Governing Body/Committee: 20230-20	03/06/2024
Period of review	Annual
Policy / Document due for review:	Summer 2025

SEN Information Report

September 1st 2024

SENCO: Mrs A M Berry

SEN Governor: Mrs C Graham

Contact: 0151 525 2751

Dedicated SEN time: Employed as a full time Assistant Head for Inclusion and Mental Health Wellbeing.

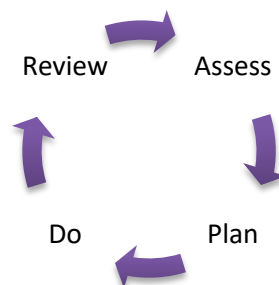
Local Offer Contribution:

<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=UD9bbMtLIEQ&familychannel=10>

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 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.

Assess:

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. Parent's and pupil's own views are actively sought and listened to, as are those of external support services. The school liaises fully with outside agencies who are able to conduct a range of assessments and produce detailed reports with parent/carer permission.

Plan: We will notify parents/carers if their child is being provided with SEN support. The teacher and SENDCO in agreement with the parent/carer and pupil will draw up a One Page

Profile which will outline the pupil's needs and an individual education plan (IEP) , which will state the targets, provision and strategies to be implemented. The (IEP) will state the expected outcomes on progress, development or behaviour, with a clear date for the review.

Do: The SENDCO will advise the class teacher and learning support assistants how to implement the effective SEND support for the pupil and in further subsequent assessments. The class teacher is responsible for working with the child in the classroom, making the appropriate adjustments, implementing the resources and strategies to implement the IEP. They remain responsible for liaising with learning support assistants or other specialist staff who provide provision outside the classroom; to ensure how the IEP is being implemented and how the impact of support can be linked into classroom teaching.

Review:

Reviews are carried out on or before 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 SENDCo 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** – these are children who have communication difficulties for them to make sense of language, or to understand how to communicate effectively and appropriately with others.
 - Those children with speech, language and/or communication difficulties are identified and support implemented in a variety of ways.
 - Support is provided by external agency referrals to the Speech and Language Service, Together Trust and the Primary and Language Box.

- Children may receive additional language support from teachers and TAs when required.
- We use WELLCOM to assess our children in the Early Years and provide communication and interaction interventions including Bucket Therapy and Intensive Interactions.
- Speech and Language development is encouraged as part of a wide and balanced curriculum. The school's curriculum pre – teaches vocabulary that children need to understand and use in the lesson.

2. Cognition and learning – these children may not make the expected progress compared to their peers, despite the use of adaptive teaching and have difficulty understanding parts of the curriculum, organisation and memory skills or have a specific difficulty such as dyscalculia or dyslexia.

- School uses a wide range of interventions and 'catch-up' programmes to support these pupils to try to narrow the gap between themselves and their peers. Programmes include Precision Teaching, English and Maths interventions, TT Rockstars, small group work.
- Interventions are led by highly skilled and trained staff including Teachers/TAs and SENDCO.
- Advice may be sought from external agencies which may include SENISS specialist teachers and Educational Psychologist.

3. Social, emotional and mental health – these children may experience social and emotional difficulties which can manifest in different ways. Children may present difficulties in a various ways, such as being withdrawn, displaying challenging behaviour and self-harm.

- Children are provided with opportunities to support their social and emotional by using the website Microsoft Reflect each day to develop their emotional regulation.
- SENDCO has been appointment as a Mental Health and Wellbeing Ambassador. This role will support children's individual needs and also arrange support for families and children.
- School will seek professionals who specialise in this area which include Education Mental Health Practitioner, Seedlings, CAMHS and in addition working closely with SENISS and ADHD Foundation 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.
- 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, 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
Individual Education plan Review including One Page Profile Updates	Children Parents/carers Class teachers Key staff members SENCO	Termly
EHCP Annual Review (Including Emergency Annual Reviews)	Children Parents/Carers SENDCO Key Staff Professionals involved. LA Caseworker	Annually
SENDCO meeting with SEND Parents/Carers and Parents/Concerns who may have concerns.	Parents/Carers SENDCO	Termly

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 (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
Mrs Berry	SENDCO in two schools previously	PG Cert PG Cert SpLD with Edge Hill University. Mental Health First Aid Training Cert (Valid until February 2025) with MHFA Sensory Diet Training.
Miss Feenan	Dyslexia	PG Cert PG Cert SpLD (Dyslexia) with AMBDA and ATS
Miss Evans	SENDCO (previous School SENDCO)	PGCert – National SENCO Award
Miss Williams	Catch UP Literacy	
Mrs Bird	Phonics – Little Wandle	
Miss Hughes	Lego therapy Wellcomm	
Mrs Murphy	Think Bricks	
Mr Rogers	Lego Therapy	

The following CPD has been provided in the last academic year.

- Whole School Approach to Restorative Review
- Early Years SEND Advocate Training
- Phonics
- Statutory Reporting SEND pupils at end at KS1
- Understanding the important of ordinarily available provision for children with SEND in EYFS
- Sensory Diet training
- SENDCO role and processes
- Inclusion Quality Mark Conference

Our SENCO attends the School Improvement SEN Briefing in March and November and Learning Network Meetings with local SENDCOs.

Staff deployment

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

In our commitment to fostering an inclusive educational environment, it is imperative that the needs of the children guide our decision-making regarding staff deployment. All members of staff recognise and appreciate that the requirements of individual pupils and classes can fluctuate over time. Consequently, a flexible approach to planning, and at times staffing, is essential to ensure that pupils derive maximum benefit from their educational experience.

There may be instances where staff are reallocated between classes or key stages to address the individual needs of children and the collective needs of classes effectively. Furthermore, the timetables of staff are meticulously tailored to align with the needs of the

children, not only during classroom activities but also throughout lunchtime and the extended school day. This dynamic approach ensures that all pupils receive the support necessary for their academic and social development.

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 SENDCo 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 with the next class teacher and SENDCO, whereby strategies and techniques are discussed at length. Regular transition arrangements for the Early Years are also on-going throughout the Summer term.

The SENDCo attends the School Improvement Liverpool's Annual Transition Event to further develop strategies to aid smooth transitions to Key Stage 3 as well as speaking to SENDCOs from other Local Authorities where the children may be transition to.

Complaints

Since Mrs A M Berry has been the SENDCO at Barlows Primary School, there have been no complaints raised to the Headteacher.

All complaints should in the first instance be raised with SENDCO, if unresolved then the complaints procedure should be followed as per the school policy.

What has and has not worked this year

For our school we are continuously trying to identify how we can continuously improve the SEND provision for our pupils across the school to be able to impact on the needs of the school. Positive developments have been:

- SEND inspection led by Sue Cox, SEND Specialist, supported new SENDCO to identify the key developments for the school. The review supported the SENDCO in developing new systems and processes for the staff to identify pupils in their class. A whole school approach has been implemented with a new SEND register linking attainment and attendance to the pupils' provision. We are embedding staff with their knowledge and understanding of SEND to cater for children to ensure they all have access to First Quality Teaching and EHCP provision is broken down and mapped out with SENDCO and class teachers. Staff are now taking ownership of their one page profiles and individual education plans with SEND who are in their classes.
- SENDCO has worked closely with EYFS lead to support early identification of pupils through CPD, using Wellcomm and involving the service SENISS to implement strategies into the classroom.
- Continued strong 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.
- Successful SENDCO and parent meetings for good communication links to be established, ensuring relevant referrals and strategies implemented. School have also held meetings with teachers, SENDCO and parents to ensure all parties have the opportunity to be involved in reviewing and writing their children's Individual Educational Plans.
- School is an inclusive environment and all pupils are invited to participate in Children's University activities, residentials, sporting events and school council.
- Children are beginning to recognise their own social and emotional mental health, using Microsoft Reflect each day. Children have taken part in Children's Mental Health and Wellbeing Day this year and celebrated 'Kindness.'
- Voice 21 Project is a whole school approach to aims to improve and promote further opportunities for pupils to learn through talk, within the classroom, developing their oracy skills across the curriculum. Oracy supports the developing of writing skills and embedding and knowledge and understanding.
- Introduction of 'Showbie' app which supports adaptive teaching and scaffolding learning for pupils to use on their individual iPads. Accessibility tools of the iPad supports students of differing needs to access the curriculum, including text speak, dictation and visual overlays. The use of digital marking supports all pupils, both visual and audio is used to celebrate work and provide next steps to progress learning further.
- The CUSP curriculum launched by the school, supports SEND pupils as the strict lesson routine helps with retrieval, spaced retrieval and teaching vocabulary to cumulatively, deeply and explicitly. The tier 2 and tier 3 vocabulary taught are precise and sequential and children are able to revisit words and explore their meanings and etymology. Knowledge Notes, including dual coding in some instances are given to all pupils at the start of their lessons to support.

Further development

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

- To develop of our Nurture Base to further support interventions to the narrow gap for SEND pupils.
- To further develop the use of sensory circuits for groups of pupils and work alongside the PE coordinator to develop children's motor skills.
- To continue to develop the Microsoft Reflect website for staff for pupils to utilise for self-regulation.
- To continue to collaborate with the NLLN and Consortia to share good practice.
- To continue to develop the impact of planned learning walks to evaluate provision and impacts on pupils learning.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Local Offer
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Equality Statement and Objectives
- Behaviour Policy

Legislative Acts taken into account when compiling this report include:

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