



SUDLEY INFANT SCHOOL SEND INFORMATION REPORT

| Version | Date | Action |
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| Signed: Ms Sue Milan Chair of Governors | Summer 2018 | |
| Next review due: | Summer 2019 | |

SUDLEY INFANT SCHOOL SEND Information Report

Autumn 2018-Reporting on academic year 2017-2018

Headteacher: Ms R Thomas

SENCO: Mrs S O'Rourke

SEN Governors: Ms S Milan & Dr S Shaw

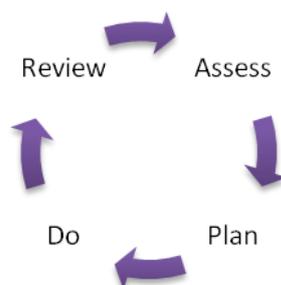
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Our Local Offer is on the school website: www.sudleyinfantschool.co.uk

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. Further information about this can be found in our school Local Offer which can be found on the school website (see link above).

Underpinning ALL our provision in school is the **graduated approach** cycle of:



A graduated response means we record concerns about a pupil and determine a timescale for a classroom based intervention and expected outcome. We consult with parents to discuss these concerns at all stages. All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

Following some initial concern about progress or attainment, further information is gathered through observations and assessments. Parents are informed about these concerns by the class teacher. In some cases the involvement of the school nurse may be deemed appropriate e.g. to check on vision or hearing. The child may become involved in some intervention groups aimed at improving their key skills.

Plan:

The impact of any classroom based interventions is evaluated by school and if appropriate the child will be placed on the confidential Special Needs Register. An Individual Education Plan (IEP) or Personal Learning Plan (PLP) may be produced in conjunction with parents and the child. The class teacher liaises with the SENCO and parents.

We always plan a child's support with parents, review progress and try to meet needs within our own resources. However, if a child requires additional specialist support we discuss the pathways to more specialist support/provision.

Do:

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet each child's individual needs (also known as differentiation).
- Checking on the progress of each child through monitoring and assessment.

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- Planning for and delivering any additional help each child may need (this could be things like targeted work, additional support, adapting or carrying resources) and discussing amendments made with the SENCO as necessary.
- Writing Individual Education Plans (IEPs) or Personal Learning Plans (PLPs), and sharing and reviewing these with parents once each term as well as planning for the next term.
- Ensuring that pupils with SEND are not treated less-favourably than others and have the same opportunities as their peers.
- Ensuring that pupils with SEND are not bullied by other pupils due to their specific needs.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- Co-ordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school. This may include the inclusion in intervention groups run by school staff or outside agencies.
- Requesting further support from outside agencies where and when it is needed.
- Monitoring and encouraging the inclusion of pupils with SEND in before and after school activities.

Review:

The IEP/PLP is reviewed each term with the views of the child recorded. It is then discussed with parents, their views recorded and a plan for next steps is made. This takes into account evaluation of the impact of any intervention activities.

Outside agency assessments e.g. Educational Psychologist, Speech and Language Therapist is sought if a more detailed assessment of abilities is required.

All information from outside professionals is discussed with parents and with the person involved directly, or where this is not possible, in a report. The SENCO or class teacher also discusses with parents any new assessments and ideas suggested by outside agencies for the child.

Exit from SEND:

During reviews, if it is decided by parents and staff that a pupil no longer needs to be on the school SEND list their name will be removed. Class teachers will continue to monitor their progress and keep parents involved in discussions. All records are stored confidentially.

Our academic assessment and the support offered for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

SEN Needs & Provision

At the end of academic year 2017-2018 we had 64 children in school receiving some form of SEN Support (21%). This is a decrease of 5% from the previous year.

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

| Area of need | Details of provision |
|----------------------------------|---|
| 1. Communication and interaction | Time to Talk social communication intervention; Lego Group; personalised speech and language programmes to support action plans produced by Speech & Language Therapists; whole school visual timetables; individual personal timetables/now and next boards/choice boards; social stories; oracy techniques used in day-to-day teaching. |
| 2. Cognition and learning | Quality first teaching; maths intervention programme; phonic intervention |

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| | programmes; writing intervention programmes; personalised phonic support from SEN consultant. |
| 3. Social, emotional and mental health | Peer massage; play leaders; Heart Math; EYFS/Y2 'buddies'; 'Good to be me' self-esteem intervention; social stories; playtime buddy; 'there's a volcano in my tummy' anger awareness; individual lunchtime schedules; movement breaks. |
| 4. Sensory and/or physical needs | 'Sign of the week' used to teach basic signing; fine motor skills intervention group; writing slop and Dycem mats; 'wobble' cushions; chair lift to move between split levels and avoid 3 steps; disabled toilets for both adult and child use; ramped building access. |

We have internal processes for monitoring quality of provision and assessment of need. These include SEN review meetings, learning walks, work scrutiny, lesson observations and data analysis.

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 |
|---|--|-------------------------|
| Telephone or face to face meetings | Parents and class teachers | When required/requested |
| Parent consultation meetings | Parent and class teachers | Once per term |
| Review of strategies, needs and targets | Child, parent, class teacher and SENCO | Once per term |
| Parent Focus Group | Parents, Headteacher, SENCO | Once per term |
| School Council Meetings | School Council, relevant member of staff | Once per half-term |

Other sources of dialogue are detailed in the school Local Offer which is available on the school website.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. All teachers are educated to degree level and some have achieved master levels. Support staff have various qualifications including NVQs, degrees and Higher Level Teaching Assistant in different areas and have benefitted from attending various training sessions to provide expertise in delivering bespoke intervention packages as and when required.

School teaching and support staff have been trained in many different areas and training is an ongoing process. Training takes place on a regular basis and may take the form of whole school training or individual training which is then shared and discussed with the rest of the staff.

During academic year 2017-2018 staff training included mental health, resilience, attachment and anxiety difficulties, first aid training, Autism, Dignity, Care and Respect level1 training (DCRT). All staff also received annual training in safeguarding and equality training.

In addition to this our SENCO attended the School Improvement SEN Briefing in November and March as well as regular consortia meetings with SENCOs in the local area. These meetings were a source of updates and information. Our SENCO also attended a CAMHS conference in June.

Additional training for individual support staff during academic year 2016-2017 included speech and language support for individual pupils, EHAT training and fine motor skills.

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.

Support staff are deployed to work alongside teachers in the classroom or outdoor learning areas to support the whole class as well as small groups where required. In addition to this the support staff run a series of intervention groups which are need driven. These are organised and overseen by the SENCO.

Finance

Our notional SEN Budget for academic year 2017-2018 was used to fund:

- Support staff (additional to quality first provision)
- Employment of a specialist SEN consultant to provide tailored personalised phonic teaching
- Additional teaching resources
- Staff Training
- Time for the SENCO to meet with parents and other relevant professionals

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 and their families in the following ways:

- Children have access to small group personalised teaching to develop and improve their specific areas of need.
- Staff training has improved the 'quality first teaching' taking place in all classrooms.
- Families are aware of support available for the whole family as well as individual children.

Admission and Transition Plans

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. This year, we worked with various pre-school settings and schools to welcome several children with special educational needs or disabilities and at the end of academic year 2017-2018 we supported 27 children on the SEN list transition to the next phase in education at Key Stage 2.

When a child with a known Special Need joins this school

- We will meet with parents and any relevant outside agencies to discuss individual needs and devise a personalised transition plan for visiting and becoming familiar with the school.
- Where possible a visit will be made to a child's previous setting e.g. nursery or school, to observe them and speak to relevant staff.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEPs or PLPs are shared with the new teacher.
- A social story book will be made for the child if it is felt that they would benefit from it.

If a child is moving to another school:

- Contact will be made with the new school's SENCO to ensure they know about any special arrangements or support that need to be made to support the child.
- All records are passed on as soon as possible.
- Relevant staff members from the receiving school are invited to the final annual review for children with an EHCP (Education Health Care Plan) or EHAT (Early Help Assessment Tool) before a planned move.

Where necessary we will request that the child visits their new school on several occasions and in some cases we will request that staff from the new school visit the child in this school setting.

Complaints

Our complaints procedure is published on the school website. www.sudleyinfantschool.co.uk
There were no SEND complaints in the academic year 2017-2018.

What has and has not worked this year

Things that have worked well have included

- Individualised timetables to support children with trauma and attachment issues.
- Continued development of Lego Therapy groups as an intervention for pupils with social communication difficulties.
- Pupils identified as SEND have opportunities to participate in extra-curricular activities.
- A wide variety of curriculum enrichment and off-site activities that include all pupils including all those with identified SEN.
- Pupils identified as SEND represented in School Council.
- Pupils with identified SEND had a very comprehensive and successful personalised transition into school from June 2017 to September 2018.
- Liaising with other schools and related outreach providers in the local South Liverpool 1 Consortia.
- SEND outreach providers invited to whole staff DCRT training.

Things to develop and improve during academic year 2018-2019

- Update staff training and awareness on Autism and social communication issues.
- Continue to develop resources for pupils with social, emotional and mental health needs.
- Continence training and awareness.

We intend to address this through liaising with appropriate outreach providers such as Liverpool Autism and Quiet Place.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include investigating new approaches for assisting pupils with social, mental and emotional health difficulties as well as updating staff training on working with children with social communication difficulties. In preparing this report we have included staff, parents and children and young people through discussion and evaluation of feedback from questionnaires.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Supporting children with medical conditions in school Policy, Teaching and Learning Policy, Marking Policy, Single Equality Policy, Accessibility Plan, Behaviour and Discipline Policy, Safeguarding Policy,

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Code of Practice 2014