

SEN Information Report

Autumn 2022

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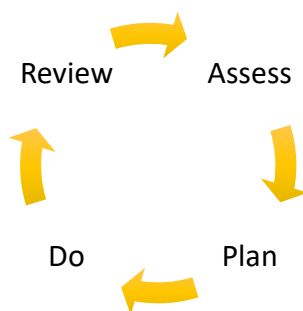
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Local Offer Contribution: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

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: 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, as well as their previous progress and attainment. This information will be analysed along with background information regarding the child and will be compared to whole school data, local data and national data. The pupil's own views are sought along with those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded.

Plan: We recognise that we **must** formally notify parents if their child is being provided with SEND support, despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place and are set out in a Learning Plan. Expected impact on progress (outcomes), development or behaviour will be agreed and a clear date for review will be set.

Do: The School's SENDCO, Mrs Hughes, 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. Where the interventions involve group or one to one teaching away from the teacher, it is the teacher who remains responsible for overseeing this. The teacher must ensure they 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. When we review we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENDCO, will revise what support is required in light of the pupil's progress and development. Amendments to the existing support will be highlighted and new outcomes established in consultation with the parents and pupils. We strive to provide clear information to parents about the impact of support and interventions as part of our Learning Plan review process. This will enable them to be involved in planning and understanding the next steps

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.

In cases where children have an EHCP (Education, Health and Care Plan), these **must** be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCOs role.

SEND Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support. Provision for these needs is that which is **additional to** or **different from** that which is generally available for most children in the school. The four areas of need and the support available are:

1. Communication and Interaction

Children with communication and Interaction difficulties may find it more difficult to talk about their needs and wants. They may find it difficult to understand what is being asked of them (Receptive) or they may find it difficult to find the words (Expressive) and use these words in their writing. They may take longer to respond to questions and have difficulties making friends and understanding friendships.

Possible SEND – Speech Language & Communication Difficulties, Autistic Spectrum Disorder (ASD), Aspergers Syndrome, Autism.

Examples of provision in school:

- We utilise a total communication environment – Visual Timetables, Now and Next boards
- Use of visual symbols and PECS
- Paper based AAC (Assistive Augmentative Communication)
- Lego Therapy
- Social Stories
- WellComm Intervention
- Support from SENISS
- Support from Speech and Language Therapy

- Language Box Intervention
- Differentiated curriculum through Quality First Teaching

2. Cognition and Learning

Children with cognition difficulties may learn slower than the rest of the children in their class. They may find it difficult to concentrate, to understand what they are learning even after it has been differentiated and to be able to process information. For some children they may have difficulties with their spellings and organising their work. For others they may have difficulties with their handwriting and writing it neatly into their school books

Possible SEND – Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Severe Learning Difficulties.

Examples of provision in school:

- Differentiated curriculum through Quality First Teaching
- Small group teaching/ Intervention groups or 1:1 sessions
- SENISS Support for Dyslexia/ Dyscalculia
- SENISS Specialist Teacher observations
- Precision Teaching
- Additional small steps assessment – PIVATS
- Educational Psychology support

3. Social, Emotional and Mental Health

Some children may show a wide range of needs throughout their lives. They may become withdrawn and isolated, show challenging behaviour, be anxious, easily distractible, have an eating disorder and be depressed. All these may affect a child's learning.

Possible SEND – Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder, Attachment Disorder.

Examples of provision in school:

- Lego Therapy
- 1:1 time with Welfare Officer
- Consistent staff approach
- Range of fiddle toys available
- Social stories
- Seedlings Therapy
- YPAS (Young Persons Advisory Service)
- MHST (Mental Health Support Team through CAMHS)
- Play Therapy
- MISP (Massage In Schools Programme)

4. Sensory and/or physical needs

Some children may have a disability that hinders or affects their learning. These children may need extra support and equipment in order to access all the opportunities that are available to them.

Possible SEND - Cerebral Palsy, Visual/Hearing Impairment.

Examples of provision in school:

- Support from Physiotherapy, when required
- Support from Occupational Therapy, when required
- Support from Liverpool Sensory Support Service, when required

SEND Policy 2022-2023

As of November 2022, we have 73 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include book scrutiny, learning walks 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
Parent review days – implement or review 'Individual Learning Plan'	Parent pupil and teacher	Termly
Education, Health and Care Plan (EHCP) Annual Review Meetings	All agencies involved with the child with an EHCP: parents, pupil, class teacher, TA, Headteacher, SENDCO	Annually – dependent on when the EHCP was issued
Early Help Assessment (EHAT) reviews	Parent, pupil, team of professionals	Usually every 12 weeks
Educational Psychology Reviews	Pupil, parent, teacher, SENDCO and EP	When scheduled by EP
Behaviour therapy reviews	Pupil, parent, teacher, SENDCO and therapist	Every 12 weeks
Occasional Meetings	SENDCO/teacher/parent/pupil/Leadership Team	Whenever they are requested by any of the parties.
Updating Health Care plans	School Nurse, parents, pupil, SENDCO, Welfare Officer	Usually annually but can be earlier if deemed necessary
School Nurse Drop-ins	Parent/ pupil/nurse	by appointment
Attendance reviews	Parent, Education Welfare Officer, Welfare Officer, SENDCO/Designated Safeguarding Lead/ Headteacher	Regular meetings throughout the year.
Occasional telephone calls or emails	SENDCO or teacher	When required and requested by parents or staff.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff.

We have current expertise in our SEND team: Our school SENDCO has over 22 years' experience of working with children with SEND and works closely with our SEND teacher Miss C Thornton. All Local Authority School Improvement SEN briefings and transition meetings are attended, and information is fed back to school staff. The SEND team regularly attend training and deliver presentations and training to teaching and support staff in order to ensure high expectations and standards across the school.

Additional training has included:

- PIVATS 5
- Learning Plan Implementation
- EHCP Review Master Class
- Sounds Write
- Dyscalculia Awareness and Intervention
- Dyslexia Awareness and Intervention
- ASD Training
- ADHD Training
- Reporting the Engagement Model
- Precision Teaching
- Early Help Assessment Tool
- MITA (Maximising the Impact of Teaching Assistants)
- Specialist training for Deaf Awareness
- Sensory Processing

Staff deployment

Considerable thought, planning and preparation goes into utilising our Teaching Assistants to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. TAs in each year group are responsible, under the direction of the class teacher, for leading interventions.

Finance

We spend our SEND budget in the following ways:

- Support staff (additional to quality first provision)
- support staff partly funded with Top Up Funding
- Commissioned external services
- Resources to support learning e.g laptops
- Additional teaching resources
- Training
- Sensory resources

Transition Plans

- You will be invited to look around the school and meet relevant staff. Your child will also be invited to visit and stay for a short session before starting school. Nursery staff also carry out home visits in the weeks leading up to your child's first day at school. We closely monitor children and young people's destination data.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- We produce Transition booklets to be shared with key staff and at home.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- The SENDCo attends a transition day organised by the Local Authority to meet with Secondary colleagues to discuss your child and hand over any background information regarding their individual needs

Complaints

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo. If the matter is not resolved then please contact the Headteacher and follow the school's Complaints Procedure. The Headteacher will investigate and will contact you within 5 school days. If she has not resolved the matter to your satisfaction then please see the Complaints Procedure for details of the next steps to take. A copy of the school's Complaints Policy can be found via the school website <https://greenbank-primary.co.uk/wp-content/uploads/2021/09/School-Complaints-Procedure-2020-.pdf>

Parents are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents are always welcome to discuss any matter relating to their child's progress.

Further development

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

- Organise further staff development opportunities-with a focus on supporting needs and making the curriculum accessible for all
- Maintaining high quality Individual Learning Plans
- Lesson observations
- Assessment data analysis
- Pupil progress meetings
- Continue to access High Needs Funding

Legislative Acts taken into account when compiling this report include:

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

Monitoring arrangements

This document will be reviewed by the Governing Body on a yearly basis.

This document will be monitored throughout the year to ensure that current and up to date legislation is taken into account.

Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Autumn Term 2023

LCC Version	Date Amended	Amends/Actions	Date Adopted
	09/11/2022	Applied style formatting	Autumn Term 2022