



SEND Annual Information Report

February 2024

How does the school identify children with special educational needs?

Concerns can be raised by the child's class teacher, a parent/carer or the child.

- If there is a change in the child's progress or behaviour the teacher will try different strategies to support the child.
- The class teacher will have a discussion with the Inclusion Manager to discuss additional support/ resources that can be incorporated into the classroom environment.
- Child will be entered onto the class Cause for Concern list along with the adaptations and short term intervention that the class teacher will implement over a period of half a term.
- The teacher will monitor the impact of the interventions and in class additional support has over one term.
- The impact of the intervention will be discussed with the Inclusion Manager and a decision will be made to determine if the child could have possible SEN
- The Inclusion Manager will observe the child in their setting to gather additional evidence to be used alongside teacher assessment.
- The school Inclusion Manager and/or class teacher will meet with the child's parents to inform them of school's concerns, to gain an understanding of the parent's views and to request permission for them to be placed on the SEN register or to refer to outside agencies. i.e. Occupational Therapy team, School Nurse, Speech and Language team, the school Educational Psychologist.
- A SEN Support Plan is put in place for the child detailing the High Quality teaching approaches and adaptations to be used by the class teacher to support the child and their learning needs. Recommendations from external agency involvement, assessments and reports will be added to the plan. The class teacher manages the plan and is accountable for supporting the child in the most effective and appropriate way.
- Parents will be invited in to look at the SEN support plan with the class teacher and Inclusion Manager if necessary. They will be asked to contribute to the plan with their views on their child's learning and progress.
- SMART targets will be set for the child for the each half term and all staff working with the child will be made aware of these targets.
- Class teacher and parents will meet each half term to review the SEN Support Plan and targets. Parents, pupil and class teacher will adjust targets based on the child's progress in relation to each one.
- Across the school, children's progress is continually monitored, evaluated and discussed between the Senior Leadership Team and class teachers during Pupil Progress Meetings. These meetings identify children who are not making expected progress and therefore require more targeted support.

How many children in the school have special educational needs?

There are currently 69 children on the SEN Register as of February 2024. These pupils receive additional and different provision and interventions. Some of these children have had or will be having involvement from external agencies such as the Speech and Language team, Occupational Therapy Service, Community Paediatrician involvement, School Educational Psychologist.

In addition to this, there are children across the school who receive interventions that are different to those that the class teacher would put in place as part of differentiation within the class. Many of these pupils will be working with teaching assistants who will have a record of this additional provision to monitor impact of the interventions within a given time period.

Number of children with SEN Support Plans, High Needs Funding and with Statements of SEN or Education Health Care Plans.

There are 70 children with SEN Support Plans.
There are 9 children with an Education Health Care Plan and 11 children who receive High Needs Funding. 6 of these children access the Group Funded provision

What types of special educational needs does the school currently provide for and how is this proportioned?

Main areas of need

Communication and interaction 29
Cognition and Learning 29
Social, Mental and Emotional Health 9
Sensory and/ or Physical 3

There are however some children on the SEN register who would probably fall into more than one of the above categories.

How is provision determined and how does the school evaluate the effectiveness of its provision?

All teachers have had up to date training on High Quality adaptive teaching' as well attending 1:1 workshops with the school Inclusion Consultant.

All staff have had training on using B Squared assessment documents to update support plans and track progress.

All staff have been issued with Sefton Inclusion Consultants Quality First Booklet that can be used to support adaptations in the class room.

Pupils who are making slow progress may access interventions that are more than the teachers' differentiation within High quality adaptive teaching'. An 'Intervention delivered by TA's may be used. A baseline assessments is carried out at the beginning of the programme and exit data is collected to inform its effectiveness.

If children are not making progress or are in need of additional and different provision, then a SEN Support Plan will be implemented in consultation with the parents and the child. Referrals to outside agencies may also take place

Our school 'Graduated Approach'

The process for implementing SEN support is described in the new Code of Practice as the 'Graduated Approach' and has four stages:

Assess

Our School will gather all information available, to gain an accurate picture of the child's needs. This could include teacher, pupil, parents' and outside agencies' views and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and this is used to discuss primary concerns with the relevant personnel.

Plan

A SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan which will include: high quality and adaptative teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets will be measured. Any focused support from a teaching assistant in class and outside of class will also be noted on the plan. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise a pupil's contact with their class teacher.

Do

Once a pupil has a SEN Support Plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time, they will ensure that they talk to the Inclusion Manager for further advice.

Review

Half Termly reviews of the SEN support plans will take place between class teacher and parents.

Interventions will be evaluated along with the view of the child and the child's parents/carers. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review further options may be put into place: Advice or assessment may be requested from outside agencies. Top up funding may be requested from the LA if the cost of support currently goes beyond the £6,000 threshold. This is accessed through a High Needs Funding Application which shows an efficient plan that is likely to succeed. Parents and or School can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the School taking a graduated approach with relevant actions over time.

How is progress monitored?

Progress is monitored through tracking of progress across the year. This is evaluated during termly Pupil Progress Meetings between the Headteacher, Deputy Headteacher, class teacher and Inclusion Manager. Half termly data is collated by class teachers and children causing concern will be discussed and appropriate support will be put in place. Teachers complete a termly Cause for Concern

document to identify children who are giving cause for concern, This is discussed with the Inclusions Manager. Children with SEN will have a SEN Support Plan and their progress will be tracked using B squared, teacher assessments and termly school assessments (NFER and SATS)

SEN support plans are reviewed every half term. Impact of interventions will also be reviewed by class teachers, Inclusion Manager and TA's

When was the School SEN Offer last reviewed and when will it be reviewed next?

The School SEN Offer has been reviewed and updated in February 2024 and will be reviewed again at the beginning of Autumn Term 2024

When was the SEN Information Report reviewed and updated?

The SEN Information Report was has been reviewed and updated in February 2024 and will be Reviewed again in the Autumn Term 2024.

Has the SENCo undertaken the necessary training?

The Inclusion Manager has completed The National Award for SENCO's

The Inclusion Manager has been attending SEN Cluster Meetings.

The Inclusion Manager works closely with the ICON and other outside agencies for advice and support.

Have the relevant staff members received appropriate training to support the children in the school?

All staff in the academic year of 2023/24 attended numerous training sessions around SEN.

These included training on and around;

- Inclusive Environments
- Using B squared to track and monitor children's progress
- how to complete the SEN Support Plans,
- The Code of Practice and the importance of teachers being accountable for children with SEN,
- Adaptive Teaching approaches,
- All teachers have been involved in 1:1 SEN Surgeries with the Inclusion Consultant to discuss SEN Support plans and gain advice on specific quality first teaching approaches to use in class.
- Some staff teaching children with more complex needs have received more specific support from the Inclusion Consultant, Hearing needs team, complex needs team and Social Communication Team
- Training has also been discussed with Occupational Therapists for Sensory Processing Workshops

Which external agencies and support agencies are the school working with and how well is this working?

All agencies report that they are working positively with families/ children and have a positive impact on pupils' engagement which results in at least good progress for all the pupils.

- Occupational Therapy
- Physiotherapy service
- Speech and Language Therapy
- Educational Psychologist
- School Nurse
- Inclusion Consultant
- Social Communication Team
- Hearing Needs Team
- SWACA

How does the school work collaboratively with parents?

Parents are involved in discussing children's needs and progress during parents' evenings, they are also invited into School for half termly Review Meetings to discuss the support plan and progress towards targets set.

Parents are included in the graduated approach through reviewing and developing SEN Support Plans and Records of Intervention.

The class teachers and Inclusion Manager have regular meetings and phone conversations with parents.

How does the School include pupil voice in plans and provisions?

SEN Support Plans are shared with children and their views are always taken into consideration and recorded onto the plans.

Children's views on their own progress and effectiveness of interventions are also respected and recorded on their SEN Support Plan.

Children are involved in creating One Page Profiles to support their needs in the classroom.

What is going well?

All staff are up to date with the SEN Code of Practice and understand what is meant by delivering High Quality adaptive teaching.

SEN Support Plans are in place to monitor children's progress as part of the graduated approach.

Teachers have developed the SEN Support Plans further to suit the needs of their children.

There is consistency in what we provide as High first teaching,

Staff are becoming more confident in using B squared as a means of assessment and tracking for pupils with SEN .

Staff are increasingly understanding that they are accountable for the progress made by any SEN children in their class.

Early identification is beginning to take place in all classes.

Nursery Staff are highlighting children that may require further support when they begin Reception and so staff will be able to support these children well.

What is going less well and needs to be improved?

A more regular update of B squared assessment data needs to be imbedded into teachers practice to inform progress

School has invested in InSight as a means of tracking all children data from B squared collection point needs to be entered on a regular basis

Introduction of class cause for concern list to monitor children's progress across the year- teachers and Inclusion Manager to monitor to see if a pattern of concern emerges over the terms. Teachers can put interventions and adaptive teaching strategies in place in a timely manner.

Visiting teacher's do not always know which children are on the SEN register or how to meet their needs in the classroom. One Page Profiles will be introduced so that visiting teachers are aware of needs of children in class and how best to support them.

On-going monitoring of SEN support plans is needed to ensure all staff are completing them accurately, entering achievable SMART targets and shared with parents.

Updated February 2024 by Inclusion Manager.
Pauline Clayton