



## WHITEFIELD PRIMARY SCHOOL

### SEN Information Report

2015-2016

Inclusion Manager: Natalie Menagh

SEN Governor: Hillary Williams

Contact: Natalie Menagh

Dedicated SEN time:

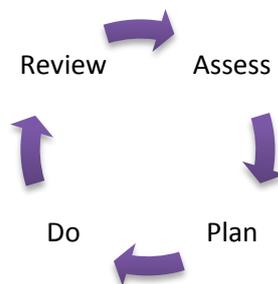
Local Offer Contribution:

<http://whitefieldprimary.co.uk/wp-content/uploads/2014/05/The-school-offer.pdf>

#### Our Approach as a School:

Whitefield Primary School is a mainstream primary school. We are committed to inclusion and are identified as an Inclusion Centre of Excellence. 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 our pupils. Staff meet regularly to discuss the needs, progress and aspirations of all our pupils and we work closely with parents to ensure our pupils can really achieve the best possible outcomes.

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. (**Reference:** Teaching & Learning Policy)

**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, 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 behavior and their peers and national data. The pupil's own views are sought as are 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. Assessments are reviewed every term in our school.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Inclusion Manager agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We write Personalised Learning Plans for our pupils with Special Educational Needs and Disabilities and review these as often as required but at least three times per year. The provision set out in these plans is arranged through our termly whole school provision maps.

**DO:** - The School's Inclusion Manager Natalie Menagh 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 directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHC (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 Inclusion Manager's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the Inclusion Manager will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents 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 and pupils and this may involve others being present at review meetings and the Inclusion Manager 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 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

Starting in our foundation stage there is a strong emphasis on communication and interaction. We use the Wellcomm speaking and listening programme to assess and support all children in their communication and interaction development. For children who struggle to make expected progress due to a specific difficulty in this area, we would plan interventions to develop their skills. We work alongside speech and language therapists to deliver personalised programmes of support within the setting and have members of staff who are trained to support children with speech, language and communication difficulties. Children in this category may have difficulties on the Autistic Spectrum and we work closely with Abbotslea School and our Educational Psychologist to provide specialist support to pupils and their parents/carers. This year we have undertaken specific training for Lego Therapy, Social Stories and Comic Strip Conversations which are all very successful approaches to use with pupils with an Autistic Spectrum Condition.

## 2. Cognition and learning

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. We are committed to the Reading Recovery Programme and employ two Reading Recovery Teachers to deliver this intensive and high quality intervention across reception age and year 1 pupils. For pupils with specific needs in maths we have now begun to also offer an intensive intervention based on a Maths Recovery approach for pupils in key stage 1 and another called First Class Number for older pupils. Our Inclusion Manager is currently training as a specialist dyslexia teacher and will be qualified to diagnose dyslexia and design individual teaching programmes for pupils with the highest levels of need in this category. Whitefield Primary School also implemented the GL assessment Dyslexia screening tool to identify pupils at risk of dyslexia so that early intervention and appropriate support can be arranged. Teaching staff and support staff work closely with the Inclusion Manager to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

## 3. Social, emotional and mental health

Whitefield Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs.

At Whitefield Primary School we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Identification of a key adult to deliver pastoral support;
- Individual Behaviour Plans and programmes of support;
- Offering various pastoral intervention programmes such as 'Think Yourself Great', 'Pet Therapy', 'Drawing and Talking' and 'Seasons for Growth';
- Involving support from Ernest Cookson's specialist outreach teacher;
- Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week;
- Maintaining robust anti-bullying practices and ethos throughout school;
- Maintaining a consistent and positive behaviour management approach throughout school;
- Aiming to become a 'Place of Sanctuary' for newly arrived EAL pupils;
- Supporting parents and carers through EHAT;
- Running various parent/carer groups to promote the well-being of families, including a new group for refugee families;
- Conducting celebration assemblies twice weekly to recognise and reward the achievements of all pupils;
- Providing a stimulating, nurturing and inspirational learning environment throughout school;
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises;
- Promoting our school community through social networking and sharing in our pupils' successes;

#### 4. Sensory and/or physical needs

Whitefield Primary School support children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. Our Supporting Children with Medical Needs policy outlines how we arrange provision for pupils with medical needs. The Inclusion Manager works closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. The key stage one and foundation stage environments have been recently redesigned to support pupils with sensory processing difficulties. We also offer an extensive outdoors provision that provides a wide range of sensory experiences. The Inclusion Manager can make referrals to Alder Hey for a range of services following discussions with parents/carers and the allocated school nurse.

(Reference: SEN Policy 2015-2016)

As of the 1<sup>st</sup> October 2015 we have 71 pupils receiving some form of SEN Support. Of these, 33 pupils are receiving external support from other agencies.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations, termly progress meetings 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:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Reviewing Personalised Learning Plans	Parents, pupils and staff	Termly
Reviewing intervention plans	Parents, pupils and staff	Termly
Parent consultation meetings	Parents, pupils and staff	Termly
Person Centred Planning meetings	Families, pupils, staff and outside agencies	When required but at least annually

### Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

<b>Initials of person</b>	<b>Area of expertise</b>	<b>Level of Qualification</b>
NM	SEN, Dyslexia	Masters in Education National Award for SENCo AMBDA teaching qualification
TG	Early Years/SEN	Masters in Education Forest School Leader
CC	Reading Recovery	QTS Degree level
JW	Reading Recovery	QTS Degree level
LC	Reading Recovery	QTS Degree level
BA	Speech, Language and Communication	ELKLAN level 2 accredited
LR	Speech, Language and Communication	ELKLAN level 2 accredited

This year, we have put in additional training into Quality First Teaching, interventions for reading and writing, interventions for maths, social communication difficulties and our Inclusion Manager attends the School Improvement SEN Briefings in March and November.

## **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.

Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children with specific needs or individual pupils. Their targeted support is decided at termly progress meetings, during which a new provision map is formulated and support staff take part in the ongoing cycle of monitoring and planning.

## **Finance**

Our SEND budget is allocated in the following ways:

- Additional members of support staff;
- A non-class based Inclusion Manager;
- Extensive CPD opportunities for staff;
- Resources to support physical/sensory needs;
- Specific training for interventions;

Where pupils present with high level needs, the school are able to request additional funding from Liverpool City Council in order to plan effective provision within the setting. This is arranged through requests for top-up funding.

## **School External Partnerships and Transition Plans**

This year, we worked with our feeder partners to welcome seven pupils with special educational needs or disabilities and we supported six pupils transition to the next phase in education.

Our approach involved meeting with the staff at receiving schools and ensuring that all relevant information is transferred effectively. This has also involved Team Around the Child meetings to ensure that all professionals working with families have been involved in this process.

## **Complaints**

Our complaints procedure and all other policies are available through our website at;

<http://smartfuse.s3.amazonaws.com/bdc07c13cf2126cfe63a525e940da2b4/uploads/2015/07/Complaints-Procedure.pdf>

This year we have received one complaint which was not specifically related to SEND provision and was dealt with following our schools policies and procedures.

## What has worked this year

For our school what has worked has included, for example...

- We continue to narrow the gap between pupils identified as SEN Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting;
- The proportion of pupils on SEN Support making and exceeding expected progress is high;
- The proportion of pupils identified as SEN Support participating in extra-curricular activities is high;
- The proportion of pupils identified as SEN Support represented in specific groups is in keeping with other groups across school;
- We have a growing level of expertise across school in supporting pupils with SEND;
- We have restructured and redesigned the key stage one and foundation stage environments to be more sensory friendly;
- We continue to be an Inclusion Centre of Excellence;

## Further development

Our strategic plans for developing and enhancing SEN provision in our school next year includes planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development. We will aim to continue our centre of exclusion status, renew our Liverpool Inclusion Charter Mark status and continue to improve our provision for Dyslexia pupils or those with ongoing reading difficulties. We are completing further training this year focusing on interventions for pupils with ASC and are pleased to be able to offer Lego Therapy for pupils with a range of needs.

### **Relevant school policies underpinning this SEN Information Report include:**

SEND policy

Inclusion Policy

Child Protection Policy

Teaching and Learning Policy

Assessment and marking policy

Accessibility Plan

Supporting Pupils with Medical Needs policy

### **Legislative Acts taken into account when compiling this report include:**

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

**Date presented to/approved by Governing Body: November 2015**