



WHITEFIELD PRIMARY SCHOOL

SEN Information Report

2017-2018

Inclusion Manager: Natalie Menagh

SEN Governor: Hillary Williams

Contact: Natalie Menagh

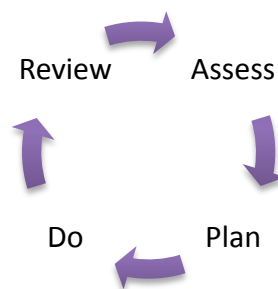
Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=ZtjdpWsAyfl>

Our Approach as a School:

Whitefield Primary School is a mainstream primary school. We are committed to inclusion and are identified as an Inclusion Quality Mark (IQM) Flagship school. The Inclusion Manager at Whitefield Primary School is now trained as and IQM assessor. High quality first teaching and our wide range of evidence-based and bespoke interventions are delivered across the school and organised through our rigorous pupil progress reviews and provision mapping processes. 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 and disabilities. (**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 one-page profiles for our pupils with Special Educational Needs and Disabilities which we call Pupil Passports and we review these as often as required but at least three times per year. The provision set out in these passports 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. Our meetings are child-centred reviews which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. 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. Our staff are trained to deliver the Talk Boost and Early Talk Boost programmes which can assess speech and language ability and provide intensive programmes of intervention which boost skills significantly. We also 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. Our staff are trained to deliver LEGO therapy and to use strategies including social stories and comic strip conversations with children with social communication difficulties. Over this year we will be embedding a Social Thinking approach throughout school and running intervention programmes to target learners with specific difficulties in social interaction.

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 trained teachers to deliver this intensive and high quality intervention across reception age and year 1 pupils. For pupils with specific needs in maths we also deliver the intensive intervention Numbers Count in key stage 1 and First Class Number for older pupils. Our Inclusion Manager is a qualified level 7 AMBDA dyslexia teacher and is able to diagnose dyslexia and design individual teaching programmes for pupils with the highest levels of need in this category across both key stages. 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. For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching approaches to ensure that progress can be made at a pace that suits the pupil. We advocate the use of multi-sensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles. We also use specific computer based programs to enable further access to learning opportunities. 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;
- Offering Time to Talk as an available support mechanism to all pupils;
- Offering various pastoral intervention programmes such as LEGO therapy, Think Yourself Great, Pet Therapy, Yoga and mindfulness, Music Therapy, Drawing and Talking and Seasons for Growth;
- Referring to the Little Seedlings Project which involves more intensive therapeutic interventions from trained psychotherapists;
- At the highest level of need, we can refer pupils to CAMHS for highly specialist intervention and support;
- 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;
- Maintaining the 'Place of Sanctuary' award in recognition of support for our EAL pupils;
- Supporting parents and carers through the 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 15th June 2017 we have 81 pupils receiving some form of SEN Support. Of these, 38 pupils have received or 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:

| Action/Event | Who's involved | Frequency |
|----------------------------------|--|-------------------------------------|
| Reviewing Pupil Passports | 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:

| Initials of person | Area of expertise | Level of Qualification |
|---------------------------|--------------------------|--|
| 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 |

This year, we have put in additional training in for Quality First Teaching, KS2 Talk Boost, LEGO therapy, Drawing and Talking, Sand Play Therapy, Social Thinking and our Inclusion Manager attends the School Improvement SEN Briefings in November and March.

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 high-needs funding.

School External Partnerships and Transition Plans

This year, we worked with our feeder partners to welcome several pupils with special educational needs or disabilities both at the start of the year and in-year transfers. We will support 2 pupils transition to the next phase in education by July.

Our approach involves 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. We also welcome opportunities to conduct person-centred planning meetings with receiving schools.

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 no complaints related to SEND provision.

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 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 high level of expertise in supporting pupils with SEND;
- We continue to be an Inclusion Flagship School and our Inclusion Manager is now a designated Assessor for IQM;
- LEGO therapy has supported over 40 of our children to develop social communication skills and we run an after school club delivering LEGO therapy across this academic year which was funded through the National Lottery.
- Talk Boost continues to be a very successful intervention throughout school and staff received training in KS2 Talk Boost this year also;
- We are now moving on to embedding a Social Thinking approach throughout school following on from our Inclusion Manager attending the Social Thinking conference in London in June 2017. This will support many pupils in developing group collaboration skills which will impact on standards throughout.

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 support other schools in Inclusive practices through our Inclusion Flagship School status. The Social Thinking approach is a very new approach to be used in the UK to develop the social awareness of all pupils and will be used to target specific pupils who have significant difficulties with social interaction. This is likely to have a significant impact on inclusion across school when delivered in conjunction with LEGO therapy.

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: