

SEN Information report September 2021

SENCo; Jeni Edwards (EYFS & KS1) and Sarah Lally (KS2)

SEN Governor: Amity Stevenson

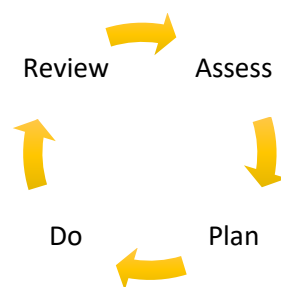
Contact; 0151 709 1062 or patricks-ao@st-patricks.liverpool.sch.uk

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Our Approach as a School:

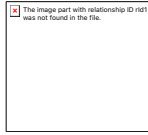
High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and 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: Assessment is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEND. Instead,



staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances).

When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.

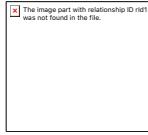
Plan: Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Staff within both schools are trained in a variety of specialist areas and can readily access the expertise of colleagues from across the Federation, with the needs and best interests of the children at the centre of all planning.

At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCo and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it can be purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and plan collectively; with the relevant professional leading, depending on the child's primary need. This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs.

Any provision that is planned for the child is documented on Provision Maps and on Pupil Profiles (Key Stage 1 and Key Stage 2) / Play Plans (Foundation Stage). These personalised documents are written with the child's involvement and in collaboration with families / professionals. Such documents provide detailed and easily accessible information about the child so that all involved are able to ensure a consistency in approach. Examples of both documents can be seen below:

Do: Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support, the needs of the child and the desired outcomes.

Review: Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan



the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?).

If the school feel that additional funding is necessary to support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.

SEN Needs:

When considering Special Educational Needs, the four broad areas of need, as identified within the Code of Practice (2014) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The purpose of identification is to establish what action the school needs to take in order to provide appropriate support and personalised teaching to suit the individual needs of the learner - not to fit a pupil into a category. As a school we recognise that no two children are the same and needs within one of the 4 areas can vary significantly.

As a school we review regularly the interventions, resources and training of staff in order to best meet the needs of all children with or without a SEND.

1. Communication and Interaction - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. To support this area of need, additional classroom resources and equipment may be used for example visual timetables, PECS (Picture Exchange Communication System) cards.

This is an area in which members of St Patrick's Catholic Primacy have gained, and continue to gain a great deal of insightful information and professional development on, as a result of the professional dialogues that are regularly had with specialist settings and professionals.



Specific staff from within school are trained to deliver the examples of interventions listed below which support this particular area of need:

COMMUNICATION & INTERACTION	
Intervention	Purpose
Socially Speaking	Supporting social interaction, increase self-esteem, improve listening skills and expressive language abilities.
Lego Therapy	Developing communication and problem-solving skills within small teams / groups.
WellComm	Supporting and developing early language skills.
Time to talk	Teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.
Black Sheep Resources	Resources to develop the speech, language and social skills of children & young people.

External agencies / professionals who we may seek the advice and expertise from include:

- GP / Alder Hey Children's Hospital
- Speech and Language Therapy (SALT)
- Autism Initiatives
- Language Resource bases (particularly Matthew Arnold base)

2. Cognition and Learning - for example where children and young people learn at a slower speed than others of their own age despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning

performance such as in Literacy or Maths. This is an area in which an extensive range of interventions are well-established. Specific staff from within school are trained to deliver the examples of interventions listed below which support this particular area of need:

COGNITION & LEARNING	
Intervention	Purpose
Precision Teaching	Tailor made programme to develop basic skills of Maths / English / develop fluency / retention of skills.
Dyslexia friendly approaches	Approaches in our teaching style which ensures all children can access the curriculum and work
GL assessments	Dyslexia and dyscalculia screeners to assess whether a child may have some aspects of dyslexia or dyscalculia

GL assessments	Cognitive assessment tests used to identify how the child learns best and what areas to work on to develop these further.
Small group work	Aimed at target a particular topic of learning to help the child further understand this and apply their knowledge independently.
Read, write Inc	Tailored to the needs of the child to focus on phonetic sounds they are not familiar with
Number Stacks	Tailored to the gaps in children's knowledge to build up their understanding of number and number systems

As a school we continue to monitor the impact of such interventions on each individual pupil they are intended for. With high-quality teaching as an ongoing focus for all subjects and for all children, colleagues work closely together to constantly reflect on additional resources / styles of teaching that can be incorporated to everyday classroom practice. We actively seek additional training which may further support the school in this area and apply this if we feel there will be a positive impact on our pupils' learning.

External agencies / professionals who we may seek the advice and support from include:

- Special Education Needs Inclusion Support Service (SENISS)
- Educational Psychology Service (EP)

3. Social, Emotional and Mental Health Difficulties (SEMHD) - for example where children may experience social and emotional difficulties which can manifest in different ways. This difficulty can present in varying ways - examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

At St Patrick's Catholic Primacy, we have members of staff who have received specialist training in various support programmes and interventions. Examples of some of the interventions currently in place to support this aspect of SEND are listed below.

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES	
Intervention	Purpose
Social Stories	Stories written to help pupils to further develop social understanding.
Think Yourself Great (TYG)	Helps children to make positive changes in their lives - benefiting their learning /self-esteem / relationships.
Life story therapy	Involves researching the child's history and working directly with the child and key adult to discuss events and changes before creating a life story book comprising of the work done during the therapy sessions.

Equine therapy (Shylowen)	To develop a child's confidence and independent skills
Play Therapy	helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly.
Mental Health Support Team	This team will support children and their families who are struggling in the SEMH category.
Seedlings	Our Seedlings therapist will support children with a range of difficulties and will offer support to their families in dealing with difficulties they may be feeling

To further support pupils with SEMH needs, the school often seek the support and expertise from a number of agencies and professionals who have a specialism in this area. Links are established with the following:

- Child & Adult Mental Health Services (CAMHS)
- Seedlings therapies

4. Sensory and/or Physical Needs - where a child has a physical disability or sensory impairment the relevant support is planned for and provided, often through the provision of additional / adapted equipment or by adjustments to the school timetable. In such cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training / awareness of specific conditions.

At times, a Health Care Plan may be written to support the physical / sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually.

The medical expertise of professionals working alongside a child with sensory / physical needs are vital. It is their input which usually informs how best to support the individual.

- Physiotherapist
- Occupational Therapist
- Various departments from Alder Hey
- Sensory Services with Local Authority

Staffing

It is the needs of the children which lead decision making in the deployment of staff. All staff within St Patrick's Catholic Primary recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to



planning and at times, staffing can be necessary if it believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children not only during class-based work but during lunchtimes and throughout the extended school day.

We do have staff who have received formal and informal training in the various areas of needs within the school. In addition, we have staff who have certified qualifications in relation to SEND. We have one teacher with the National Award for Special Education Needs. Another member of staff is currently completing her ELKAN Speech and Language qualification.

Finance

As a school we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teacher between year groups to allow for team teaching opportunities
- Teaching resources
- Professional Development and training

Transition

It is essential that a consistency in approach is established and maintained in order to best support the needs of all of our pupils. This is particularly important when a pupil is due to experience some form of change (e.g. moving from Foundation Stage to Year 1 / moving from Year 6 to secondary school). It is appreciated that with such change, a degree of anxiety and uncertainty is often experienced. Therefore, staff plan and implement robust transition arrangements so that the change is as subtle as possible for the specific pupil. During the transition stage, with an involvement and input sought from the parents / carers and pupil who is at the core of all arrangements, Pupil Profiles are often shared and actions agreed.

We work closely with the colleagues involved in a child's new / temporary setting, in order to facilitate and support best quality provision and outcomes for the child.

Parental involvement and pupil voice

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action / event	Who's involved	Frequency
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Parents Evening	Class teachers, head teacher and SENCo available	Twice yearly
Target reviews and IEPs	Class teachers and SENCos - headteacher available	Three times a year
Insert / training	All staff	Varies occurring when suitable training is available or required
Parent training	Parents, SENCo	Various occurring when suitable training is available or required
Transition between year groups	Pupils, staff and parents	Pupil transition afternoon in July and a parent transition meeting
Open door policy	All staff	Before and after school available for meetings
External agencies appointment (SALT, EP, SENISS)	SENCO, staff, parents	Dependant on need and allocation

Support offered during lockdown

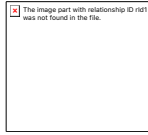
During the recent school closures and national lockdown measures which were implemented we strived to support our pupils with SEND in a number of ways. Those particularly vulnerable children or those with an EHC place in place were contacted regularly (initially this was by a member of Senior Leadership Team and then the class teacher). We also set work online for children to access and offered them printed copies of this which could be collected from the office. Parents were directed to work from an alternative year group if this was a more appropriate level for their child.

On our school website we had a dedicated page for children with SEND during lockdown. This page was designed to give parents a reference point and also provide them with further information and strategies they could implement at home.

Further development

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

- 1) Further embed the use of Wellcomm assessment and delivery to target a greater number of children with communication and language difficulties.
- 2) To implement and monitor a programme for Lego therapy interventions led by member of staff who has received training



Complaints

Our complaints procedures and policy are available on our website or from the school office.

Other policies

The SEND Information Report should be read alongside various other policies;

- Accessibility plan
- Admissions policy
- Bereavement policy
- Equalities policy
- Intimate care policy
- Mental health and wellbeing policy
- Safer handling policy
- SEND policy
- Supporting pupils with medical conditions