



Special Educational Needs and/or Disability Information Report

September 2016

School SENCo: Ms E. Doran (Years 1-6) and Mrs C. Parry (Nursery and Reception)
SEND Governor: Ruth Andrew

Contact Number 0151 260 5522

Mission Statement

At St Margaret's Anfield C of E Primary School, we adopt a whole school approach to special educational needs and disability (SEND). We recognise that children are at different levels in their development and learn in different ways. To support all children, the school delivers a wide, varied and differentiated curriculum.

All staff work to ensure inclusion of all pupils and the school is committed to ensuring that pupils with special educational needs can fulfill their potential and achieve optimal educational outcomes.

Special Educational Provision

Our school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

What percentage of pupils have been identified as having a special education need and/or disability at St Margaret's Anfield Primary School? 2015-2016

17% of pupils on our school roll are on the SEND register and have been identified as having special educational needs and/or a disability. 1.3% of children have an



Educational Health and Care Plan and 4.5% have an Early Help Assessment Tool (EHAT). 1.5% of our SEND children have been awarded higher needs funding.

Our Approach as a School

High quality first teaching and additional interventions are defined through our person centred approach. Underpinning our provision in school is the graduated approach cycle as follows:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess

Pupils are identified as having SEND and their needs are assessed through the sharing of information between school, parents and any previous settings or early years provision that they may have attended. Evidence will be gathered by teacher observations and at times the use of standardised screening or assessment tools may be used. Reports or observations from outside agencies and specialist providers may also be used in order to assess your child.

Plan

The teacher and SENCo agree in consultation with the parent and pupils the adjustments, interventions and support to be put in place as well as the expected impact on progress development or behaviour along with a date for review. Any plans for outside agency involvement will stipulate what is required and who will be involved with the child/family.



Do

Quality first teaching is the starting point for all children, delivered by skilled and dedicated staff. Alongside this children may be involved in small group focused provision or intervention groups. These may be delivered by the class teacher, teaching support assistants, outreach support workers or specialist providers. A range of resources to support the four areas of need set out in the SEND Code of Practice 2014 are provided within an inclusive environment.

Review

The child's class teacher, along with other staff, the child and child's family will review each child's outcomes and decide next steps. Class teachers will work closely with the SENCo and information will be fed back during progress meetings. The SENCo will conduct the reviews of children with more complex needs. This may involve outside agencies and may be recorded as EHATs (Early Help Assessment Tools) or (TAFs) Team around the Family meetings. Children with EHCPs (Educational Health and Care Plans) and Local Authority involvement will have an annual review held in addition to the ongoing reviews that take place in school.

Co-producing with Children and Parent/Carer

Involving parents, carers and children is central to our approach and we do this through:

- teacher, parent and pupil reviews each term as required
- children and parents are encouraged to work collaboratively to produce IEPs and One Page Pupil Profiles
- open door policy in which we urge parents/carers to speak to the class teacher and/or SENCo if they have any concerns about their child
- induction sessions and meetings for new parents/carers and their child.
- transition meetings for Children with SEND when transferring through key stages.

Supporting Pupils with Social Emotional and Mental Health Difficulties

We recognise that some children have extra emotional and social needs that need to be considered and nurtured. Children's personal, social and emotional development is supported in school through our RE schemes of work and the



PSHE SEAL topics. We have some focused interventions in place such as Lego Therapy, Time to Talk and Social Story groups.

We have a strong Christian ethos which encourages Christian moral values, positive behaviours and a shared mutual respect. We have an anti-bullying policy which is upheld in school by pupils and staff.

We also have access to some specialist services and outreach providers that can work with school to support social, emotional and mental health difficulties.

The Expertise and Training of Staff in Relation to Children and Young People with Special Educational Needs

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. The SENCo, teaching and support staff can access training through their primary consortia. Training is needs led and is given to staff to meet the needs of all the children attending the school at any point in time.

A number of named staff are first aiders and are trained to use a defibrillator. In addition to this, a number of staff have attended diabetes training with Alder Hey diabetes team.

Whole school training has taken place with the ADHD Foundation covering ADHD and Child and Adolescence Mental Health. Staff learned how having a learning difficulty, mental health problems, ADHD and/or attachment disorder can impact on young people and their families. Whilst this was general training it also gave staff a range of strategies to help children in school.

SENCo, governors, individual teachers and support staff have attended the following training:

- Challenging Bullying and Prejudices
- Yoga and Relaxation
- ASD and ADHD Friendly Classrooms
- Supporting a child with attachment difficulties
- EAL and SEND
- Bereavement Awareness
- Lego Therapy



- Whole School PIVATS 5 Training
- Supporting Young People that Display Sexually Inappropriate Behaviours
- ASC Supporting the Hidden Disability
- Restraint Training
- New to the Role of SEND Governor

Both school SENCOs have completed the National Award for SENCO (PG Cert) and have attended numerous training sessions based on embedding recent government legislation. This information has been cascaded back to staff in school through in house training.

Specialist expertise is gained from external services such as Abbots Lea, Educational Psychologists, Clifford Holroyd, SENISS (Special Educational Needs Inclusion Support Service) and CAMHS (Child and Adolescent Mental Health Service).

Training and CPD for staff is highly regarded and this is seen as an ongoing process in order to improve outcomes of children with SEND.

Allocation of Resources

Resources are allocated effectively according to the need of groups and individuals. For example we use our funding to purchase service level agreements with providers of specialist support as appropriate. Where appropriate, we meet a child's individual needs by delivery of specific interventions. Funding is also used for whole school and individual staff training to enable needs to be met within a child's class.

Transfers between Phases of Education for Children with Special Educational Needs

If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school. We will make sure that all records about your child are passed on as soon as possible.

If your child is moving into the next year group, transfer meetings will take place in the summer term, where parents and children have the opportunity to meet



their new teacher and visit their new classroom. Information will be passed on to the new class teacher in advance.

If your child is moving on to Secondary School then the SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. We will make sure that all records about your child are passed on as soon as possible. Where possible we would advise you and your child to arrange to visit their new school on several occasions and attend any summer school or taster sessions that the school can offer.

SEND Pupils Involvement in Wider Aspects of School Life

70% of pupils identified as SEND Support have participated in extra-curricular activities in the last year. These have included netball, football, curling, basketball, matball, hockey, e-cadets, digital leaders, cross country, wellbeing explorers, design technology, photography club, asthma club, dance and musical theatre.

Strategic Plans for Developing and Enhancing SEND Provision

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

- implementation of PIVATS 5 across key stage one and two. This will ensure a more robust way of target setting and monitoring children's outcomes who are not working at age related expectations
- implementation of BSquared to ensure a more robust way of target setting and monitoring children's outcomes who are not working at age related expectations within early years
- planned lesson observations
- learning walks
- to create and facilitate a SEND working party with parent/carers
- to implement and coordinate in partnership with teaching staff involved a 'Personalised Learning Centre' to ensure best outcomes for our children with complex needs.

Complaints

If you are not happy with the SEND provision at the school then please contact the Class Teacher, SEN Coordinator or the Headteacher to share your concerns. If you wish to make a complaint please follow our school complaints policy which you can find on our school website, or request a copy from our school office.

The Local Offer



Our School Local Offer can be found in the Liverpool Early Help Directory on the city council website: www.liverpool.gov.uk or alternatively on our school website stmargaretsanfield.co.uk

Date presented to/approved by Governing Body: September 2016

Glossary

SEND	Special Educational Need and/or Disability
SENCo	Special Educational Need and/or Disability Coordinator
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
EHAT	Early Help Assessment Tool
EHC	Educational Health and Care Plan
SENISS	Special Educational Needs Inclusion Support Service
EAL	English as an Additional Language
TAF	Team around the Family
PIVATS	Perormance Indicators for Value Added Target Setting