**Special Educational Needs and/or Disability Information Report**

September 2017

School SENCo: Ms E. Doran

SEND Governor: Ruth Andrew

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**Mission Statement**

At St Margaret’s Anfield CE Primary School, we adopt a whole school approach to special educational needs and disability (SEND). We recognize 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 Needs 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?**

**2016-2017**

18% 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 10% have an Early Help Assessment Tool (EHAT). 2% 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 schools, 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 and development 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/Carers**

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, yoga, peer massage, heart prayer, time to talk 1:1 sessions, access to our Personalised Learning Centre and CAMHS seedlings and tree of life projects.

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.

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

* NASCO Award Liverpool John Moores University
* Precision Teaching
* Challenging Bullying and Prejudices
* Brave the Rage
* Nurture Theory and Practice
* Speech and Language Blanc’s Model training
* Speech and Language PECS training
* Yoga and Relaxation
* Heart Prayer
* ASD and ADHD Friendly Classrooms
* Supporting a child with attachment difficulties
* EAL and SEND
* Lego Therapy
* Whole School PIVATS 5 Refresher Training
* SENCO Briefings
* Theraplay
* Tree of Life CAMHS training
* Theraputic Strategies
* EHAT Workforce training
* SENCO Briefings

School SENCo has completed the National Award for SENCO (PG Cert)with Liverpool John Moores University and has 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 routinely 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).

The Governors, Head Teacher and Senior Leadership Team are committed to the ongoing professional development of all staff.

 **Allocation of Resources**

Funding is utilised to support progress over time for identified children. Resources are allocated effectively according to the need of groups and individuals. For example the purchases of service level agreements with providers of specialist support. Where appropriate, we may meet a child’s individual needs by delivery of a specific programme and/or intervention; this may require additional resources, teachers and/or support staff. Funding is also used for whole school and individual staff training.

We believe this will benefit our pupils and their families in the following ways:

* Ensuring ‘Early Identification’
* Timely and targeted interventions and programmes
* Access to our Personalised Learning Centre
* Ensuring ‘Person Centred’ planning and provision
* Relevant staff training ensuring highest quality provision

**Transfers between Phases of Education for Children with Special Educational Needs**

There are rigorous procedures and strategies in place to support children in transition. 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**

44% of pupils identified as SEND Support have participated in extra-curricular activities in the last year. These have included football, basketball, swimming, new age curling, dodgeball, e-cadets, cross country, cookery, musical props and musical theatre. 28% of children with SEND regularly attended our breakfast club.

**What has Worked Well this Year?**

* Working closely with children’s families
* Working closely and sharing ‘best practice’ with consortia colleagues and schools
* Close working relationships with outreach providers and other agencies
* The whole school implementation of PIVATS 5 assessment tool, which has ensured a more robust way of monitoring and tracking children’s progress
* Learning walks, which have celebrated our strengths and provided targeted areas for development
* Our Personalised Learning Centre which has provided specialist support for children
* Children’s progress over the academic year (see tables below)

|  |  |  |  |
| --- | --- | --- | --- |
| Autumn Term  | Reading  | Writing | Maths |
| LESS THAN EXPECTED PROGRESS | 7% | 2% | 5% |
| EXPECTED PROGRESS | 86% | 95% | 85% |
| GOOD/OUTSTANDING PROGRESS | 7% | 3% | 10% |

|  |  |  |  |
| --- | --- | --- | --- |
| Spring Term  | Reading  | Writing  | Maths  |
| LESS THAN EXPECTED PROGRESS | 0% | 1% | 2% |
| EXPECTED PROGRESS | 81% | 81% | 81% |
| GOOD/OUTSTANDING PROGRESS | 19% | 18% | 17% |

|  |  |  |  |
| --- | --- | --- | --- |
| Summer Term  | Reading  | Writing  | Maths  |
| LESS THAN EXPECTED PROGRESS | 0% | 1% | 2% |
| EXPECTED PROGRESS | 91% | 87% | 75% |
| GOOD/OUTSTANDING PROGRESS | 9% | 12% | 23% |

**Strategic Plans for Developing and Enhancing SEND Provision**

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

* To assess support and expectations of children with SEND through book monitoring and work samples
* To work closely with our attendance officer to improve attendance for children with SEND
* To continue to coordinate SEND provision (whole school) to ensure children are receiving support that is additional to and different from their peers
* To increase the number of children with SEND who are accessing extracurricular activities
* To work with ‘School Improvement Partner’ (SIP) to evaluate SEND throughout the school

**Complaints**

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 Liverpool city council website:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

**Date presented to/approved by Governing Body:** September 2017

**Review Date** Autumn 2018

**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 Adolecent Mental Health Services

**EHAT** Early Help Assessment Tool

**EHCP**  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