



Special Educational Needs and/or Disability Information Report

September 2018

School SENCo: Emma Doran
SEND Governor: Pauline Doyle

Contact Number 0151 260 5522
Email e.doran@st-margaretsanfield.liverpool.sch.uk

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 and/or a disability 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
- 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? 2017-2018

16% of pupils on our school roll are on the SEND register and have been identified as having special educational needs and/or a disability. 24 children have a communication, speech and language need, 38 children have a cognition and learning need, 9 children have a social, emotional and/or mental health need and 5 children have a sensory and/or physical need. 1% of children have an Educational Health and Care Plan and 3% have an Early Help Assessment Tool (EHAT). 2% of 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/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.
- Feedback and discussions with school council.

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 PSHE JIGSAW initiative. We have some focused interventions in place such as lego therapy, drawing and talking, peer massage, heart prayer, time to talk 1:1 sessions, access to our personalised learning centre, rainbow room and CAMHS seedlings, gardening 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:

- Precision Teaching
- Speech and Language Blanc's Model training
- Speech and Language PECS Training



- Yoga
- Theraplay
- Mental Health Network Meetings
- Heart Prayer
- ASD and ADHD Friendly Classrooms
- Lego Therapy
- Drawing and Talking
- Whole School PIVATS 5 Refresher Training
- Creating and using One Page Profiles/ Person Centred Approach
- School Improvement Termly SEND Briefings
- ROAR Mental Health Training
- Engaging Resistant Families
- Whole school MAPA Training
- Tree of Life CAMHS
- CAMHS Gardening Project
- EHAT Workforce training
- Diabetes Training

The 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 Educational Psychologists, The ADHD Foundation, Liverpool Autism Outreach, 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 and Rainbow Room.
- 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 needs 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

14% of pupils identified as SEND 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. 25% of children with SEND are part of our school council and contribute to pupil voice in school. 53% of children with SEND regularly attended our breakfast club and 42% of children with SEND attend our after school club.



What has Worked Well this Year?

- Working closely and sharing 'best practice' with consortia colleagues and schools.
- Close working relationships with outreach providers and other agencies.
- Our Personalised Learning Centre which has provided specialist support for a range of needs across the year.
- Our Early Years Rainbow Room, which has provided a sensory space in which children can be supported.
- OFSTED have reported this year that at St Margaret's Anfield 'Pupils who have SEN and/or disabilities make good progress. This is because their progress is carefully tracked and additional support is provided when needed.'
- Our close working partnerships with CAHMS, in which the gardening project has been particularly successful this year and has improved outcomes for all children that attended regularly.
- Weekly meetings with our Senior Leadership Team and attendance officer to monitor attendance of children with SEND.
- Termly progress meetings which have helped to develop staff knowledge of interventions and how to support pupils effectively.
- End of year whole school progress data analysis shows the impact of the extra training, support and interventions. The report shows that 99% of children with SEND made expected progress or better in Reading, 99% of children with SEND made expected progress or better in Writing and 100% of children with SEND made expected progress or better in Maths.

Strategic Plans for Developing and Enhancing SEND Provision

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

- Embedding the One Page Profile for all children with SEND in all year groups.
- Working with Parent/Carers and other stakeholders to establish a SEND working party.
- Establish some lunchtime clubs that children with SEND can access.
- Develop and expand staff knowledge around ASD through training and coaching sessions.
- Embed the role of the Learning Mentor and Pupil Support Officer to work alongside the SENCO in supporting children and families.
- To achieve the wellbeing award for schools.



- Achievement for All Project.

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: October 2018

Review Date Autumn 2019

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
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

