



## Special Educational Needs Information Report September 2020

### Introduction

Welcome to our SEN Information Report. This information is updated annually. 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. We provide a learning environment that enables all pupils to achieve their potential in a caring, supportive and fully inclusive environment.

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### Covid 19 Lockdown March 2020 – July 2020

During the Covid 19 pandemic Lockdown of schools, we supported all of our pupils through weekly contact with their teachers via their class pages on our website. We approached learning for all of our pupils, via our school website and through provision of year group work packs, which were sent home with the children. The class pages were updated each week and the children were encouraged to respond via the Seesaw app and have feedback from their teachers. All of our staff also posted challenges for the children to try at home with their families. These were not necessarily formal work, but rather broader and wider learning opportunities to engage family learning in different ways.

All class teachers contacted individual children and families by phone each week. Any concerns or queries, were passed onto our Senior Leadership Team, who triaged the concerns and passed them to the relevant person, who were able to contact parents/carers and offer more tailored support.

We further supported our SEND pupils with individualised work packs and work via the class page on the website. Our pupils with Education and Health Care Plans (EHCPs) who have 1-1 support teaching assistants, were supported with photographs and videos sent to the families, to enable those pupils to engage



with their 1-1s in tailored learning opportunities. These videos etc, were gratefully received by the families and they in return, sent messages through for the Teaching Assistants, either by video or email, with the reaction of their child. Further videos etc were sent and this enable the children to continue the relationship with their 1-1 in these unprecedented times.

Those pupils with Education and Health Care Plans(EHCPs), families with Early Help Assessment Tool (EHATs) and Children Looked After, were contacted each week by the SENDCo and individual support offered to parents/carers dependent upon the issues and needs raised. This included signposting parents/carers to various support ie ASD Training Team etc.

EHCP Annual Reviews took place during Lockdown, via Zoom, facilitated by the SENDCo, with the SEND Officer, parents/carers and specialist teacher, where appropriate.

All pupils with EHCPs were risk assessed as per DFE advice, to ascertain the level of need and whether their needs could be best met at home. A number of pupils with SEND and EHCPs, were supported in the school "Hub", to which the children of parents/carers who are Key Workers also attended. We provided 1-1 Teaching Assistant support for pupils with EHCPs who attended the "Hub". This provision was available daily, through the time of Lockdown.

Aware that our usual transition plans for all pupils were not possible for autumn, it was decided that all pupils would return to their class, as it was in March, for the first seven days of the autumn term. It was felt that this would allow everyone to return from Lockdown, to the teacher and teaching assistant whom they already knew and with whom they were familiar. These staff would have a better understanding of pupils and their needs at this Covid time, rather than new staff. This time was used for PSHE activities and to begin to address any issues raised in the Lockdown months.

We have looked at the social, emotional and mental health needs raised over Lockdown and have taken the decision to buy additional CAMHS –Seedlings support for the time period to March 2021. This additional half day will enable more pupils to work individually with a Seedlings counsellor to address their needs.



This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

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

### **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 SENDCo agree in consultation with the parent and pupils, as to 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 SENDCo and information will be fed back during progress meetings. The SENDCo 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 which take place in school.

### **1. Types of Special Educational Needs we cater for in school.**

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Those children who may have difficulties/needs are identified under the following four broad areas of need and support:

#### **1. Communication and interaction**

If a child has a specific need in this area our school refers to Speech and Language Therapists. Children who need support with social interaction may be referred to ASD Pathways via outside agencies. General referrals to the Pediatricians at Alder Hey may also occur.



## **2. Cognition and learning**

If a child appears to have issues with cognition and learning, our school use the services of the Educational Psychology service to establish a specific need. Children with specific learning difficulties, such as dyslexia may be given coloured overlays when reading, support with spelling techniques and other dyslexia friendly strategies.

## **3. Social, emotional and mental health**

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.

Our PHSE curriculum ensures children know how to keep safe and have knowledge of stranger danger. We have visits from the NSPCC each year and Cyber-bullying etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) and Seedlings as needed. We also have an allocated School Health Team and pastoral support for our children, daily if needed.

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.

## **4. Sensory and and/or physical needs**

Children with physical or sensory needs will be supported as needed. Children with sensory issues may be given 'fidget toys' to relieve stress, have a specific comfortable place to sit in whole class time, or have their timetable and workstation adapted in order to meet their needs. Some children have outreach support from Alder Hey Occupational Therapy service, who come in to school to work with individual children.

## **2. How we identify and assess pupils with SEND**

As a caring school community, we know and value all of our children. We have on-going teacher assessments and termly pupil progress meetings with members of the senior leadership team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENDCO.



In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and supports the pupil in making good progress and securing good outcomes. This is known as the 'graduated approach'. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND, nor placed on the SEND Register. If, however, the support required is different from, or additional to, what is ordinarily offered by the school, the child will normally be placed on the SEND register, at "SEND Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.

Parents/carers are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs.

### **3.a. Monitoring and evaluating the effectiveness of SEND provision**

The Headteacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor visits the school regularly. Budgets are closely monitored by the School Business Manager, Headteacher and governors.

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work

### **3.b. How we assess and review pupils' progress towards their outcomes**

Termly pupil progress meetings in school include the senior leadership team and progress is measured against national data and based on their age and starting



points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies.

We use a four part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and that which helps them to make progress to secure good outcomes.

During this process, information may be captured in a SEND One Page Profile. This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEND.

### **3.c. Our approach to teaching pupils with SEND**

Every teacher is a teacher of every child including those with SEND. At St Margaret's Anfield, we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms, believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support staff, including intervention teachers within each year group, will work with small groups or individual children to provide a fully supported, intensive programme of learning aimed at the children's specific learning needs. All children with an EHC Plan will have suitable provision in class with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings, year group meetings and teacher/TA briefings.

Every child at St Margaret's Anfield, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and support the family around the child.

### **3.d. How we adapt the curriculum and learning environment**

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of 'Quality First Teaching' and are monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan



lessons to accommodate differing learning styles and to engage auditory, visual and kinesthetic learners. When a child with complex SEND needs meet the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability. Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

### **3.e. Additional support for learning**

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1-1, or small group intervention, additional resources in class, access to a wide range of IT, or supporting the use of auxiliary aids.

### **3.f. Enabling pupils with SEND to engage in activities with pupils who do not have SEND**

At St Margaret's Anfield, we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion, which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum, are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs.

### **3.g. Supporting pupils with SEND to improve their emotional and social development**

The needs of all children are known by staff, who are able to provide a high standard of pastoral support. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Equalities objectives), in our school and will address the causes of bullying as well as the negative behaviours.



We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included in all clubs. During break and lunchtimes, staff are available to provide pastoral support.

#### **4. Who to contact at St Margaret's Anfield**

If you have any concerns regarding your child, your first point of contact should always be the class teacher, who can then refer you to the SENDCO for further advice as necessary. All relevant information is made available to the Head teacher, Mrs. L Hughes and the SEND Governor, Mrs. P Doyle.

The SENDCO is Mrs R Crist

Contact details: [admin@st-margaretsanfield.liverpool.sch.uk](mailto:admin@st-margaretsanfield.liverpool.sch.uk)

#### **5.a. Information about the expertise and training of staff in relation to children with SEND**

We have staff who are trained to deliver evidence based interventions to support children in Reading, Writing and Maths. Additional programmes recommended by external agencies are also in place to support speech and language development, social skills, handwriting and fine motor skills. The SENDCO has a teacher's qualification and post graduate certificate in Early Years Education and is working towards gaining the qualification the National Award in Special Educational Needs Co-ordination. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Every class has at least one teaching assistant to support children with literacy and numeracy lessons. Additional teaching assistants are employed to support children who need one to one support.

#### **5.b. How we secure specialist expertise**

The school accesses advice from Educational Psychology service, SENISS (Special Educational Needs in School Service), Sensory Service, ADHD Foundation outreach, Liverpool Autism Outreach, Occupational Therapy



Services, CAMHS (Child and Adolescent Mental Health Service) and Speech and Language therapy service.

## **6. How we secure equipment and facilities to support children with SEND**

The school has an excellent record of supporting SEND and provision of resources for SEND pupils. However, if equipment or facilities were required which were beyond the school's budget, appropriate sources of funding would be explored; e.g. 'Top-up' funding.

## **7. How do we consult parents of pupils with SEND and involve them in their child's education?**

Involving parents/carers and learners in the dialogue is central to our approach. We do this through an open door policy where parents/carers are strongly encouraged to come into school to speak to the SENDCO if they have concerns about progress, or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents/carers and formally at the termly parents'/carers' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents/carers can support their child's learning at home. Parents/carers can also arrange to meet the class teacher to discuss their child's individual support plan each term.

General information regarding the curriculum and learning is available on the school's website.

## **8. How do we consult pupils with SEN and involve them in their education?**

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centered approach to information gathering and the cycle of assess, plan, do, review. All children contribute to their plan and targets written as child friendly statements.

## **9. Complaints**

This year no formal complaints have been raised within school or via the LEA/Governors. If parents/carers have any concerns regarding the SEND policy or the provision made for their child at St Margaret's Anfield, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the



SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to engage with the school's complaints procedure, which can be found on the school website.

### **10. How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

The SENDCO attends termly multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents/carers will be consulted and consent sought.

We have established relationships with a range of professionals in health and social care. These include Educational Welfare, School Nurses, Educational psychologist, Social Workers, ASD outreach, Speech and language Therapy and Occupational Therapy.

We have a particular duty in ensuring that children who are looked after (CLA), are given the appropriate support and care to help support their progress and engagement with learning. When children who are looked after (CLA) attend our school, we do our utmost to ensure they fulfill their potential. We attend review meetings with Children's Services and maintain a Personal Education Plan (PEP).

### **11. What support services are available to parents?**

If you have spoken to school and still have concerns, Liverpool City Council has commissioned the support of WIRED (Wirral Information Resource for Equality and Disability). The name of the new combined service is Liverpool & Knowsley Special Educational Needs & Disability Information Advice and Support Service (SENDIASS). Tel: 0800 012 9066.

### **12. Supporting children with SEND moving between different phases of education**

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Parents/carers are encouraged to visit



the school prior to entry and further visits can be arranged for the child to visit separately.

#### New Starters:

Before children start in Nursery or Reception, the class teacher sets up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher may also arrange for a meeting at the child's house with parents/carers.

We have our "Little Learners" sessions for those children starting our Nursery. These sessions enable children and their parents/carers, to become familiar with staff and be able begin to build a good relationship, as well as exploring the Nursery and helping with the transition process from home to Nursery.

We have sessions in our Reception classes over the Summer term, to help the children who are starting in September to similarly explore the new environment. We believe these sessions allow all parents/carers to discuss any issues, including any SEND issues which may support their child.

#### Transitioning Through Key Stages:

At St Margaret's Anfield, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCO may be present for the meeting.

#### Transitioning to a New Setting:

When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have good links with the Liverpool secondary schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education. 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.

### **13. Where can the LA's local offer be found? How have we contributed to it?**

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents/carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.



On the local offer website you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows.

Visit their website at <http://liverpool.gov.uk/localoffer> which we have contributed with information about the school.

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

Our strategic plans for developing and enhancing SEND provision in our school next year include planned lesson observations, learning walks, work scrutiny, evaluation of data, pupils and parent/carer feedback.

Also to include:

- Staff to access training to support children's mental health through a whole school approach in response to Covid 19
- To develop the Personalised Learning Centre (PLC) approach to provide support for KS1 and KS2 using two bases
- To provide support and training for staff on implementing the use of Pre Key Stage assessments
- Staff will be audited and identified needs addressed
- To apply and renew top up funding for SEN pupils when needed
- Pupils with SEND will be closely monitored for progress
- To target and develop the learning environment and interventions for those who have sensory difficulties, including staff training
- Implement use of PIVATS social and emotional tool in PLC
- To ensure new members of staff receive training and support to best support those pupils in their class with SEND

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy,
- Teaching and Learning Policy,
- Feedback and Marking Policy.

Equalities Policy Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

