



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

February 2023

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## **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 and varied 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 fulfil 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? 2022-2023**

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. 2% of children have an Educational Health and Care Plan (3 children are awaiting) and 3 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 which may also involve outside agencies.

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 help inform Individual Provision Maps.
- 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 PSHE JIGSAW initiative. We have some focused interventions in place such as ELSA self-esteem groups, Think Yourself Great, Time to Talk 1:1 Learning Mentor sessions, access to our Personalised Learning Centre, Rainbow Room and Outdoor Learning (focusing on The Five Ways to Wellbeing).

We have a strong Christian ethos which encourages Christian moral values, positive behaviours and a shared mutual respect. We adopt a restorative approach towards behaviour management 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 such as CAMHS Seedlings.

### **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 staff have attended the following training:

- Forest School (Level 3)
- Together Trust: Language and Communication intervention
- Lego Therapy
- Attention Autism: Bucket Therapy Stages 1-3
- A whole school approach to SEMH assessments – SDQ Framework
- SEND and Inclusive Learning (EYFS)
- Sensory Integration (Sensory Motor Circuits)
- Effective Diagnostic Assessment and Intervention Strategies
- Creating and using Individual Provision Maps
- School Improvement Termly SEND Briefings

The SENCo has worked as our Personalised Learning Centre teacher for the past five years and has attended numerous training courses supporting the four areas of need. These have included: Nurture Base- Theory and Practice, Theraplay, Therapeutic Horticulture, Yoga for schools, DESTY- Emotional Resilience Programme, Sensory Processing Awareness, Signalong, PECS (Picture Exchange Communication System), Precision Teaching and Executive Functioning.

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 purchase 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**

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 about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.

### **What has Worked Well this Year?**

- Close working relationships with outreach providers and other agencies.
- Our second Personalised Learning Centre which has provided specialist support for a range of needs across the school.
- Our Early Years Rainbow Room, which has provided a sensory space in which children can be supported.
- RWI (phonics) progress data.
- 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.

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

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

- Embedding new SEND documents.
- Building our SEND support for families.
- Further whole school training.
- Development of sensory room and sensory areas around school.
- Working towards reaccreditation of our Wellbeing Award for Schools.

### **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:** February 2023 **Review Date**  
Autumn 2024

### **Glossary**

<b>SEND</b>	Special Educational Need and/or Disability
<b>SENCo</b>	Special Educational Need and/or Disability Coordinator
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASD / ASC</b>	Autistic Spectrum Disorder / Autistic Spectrum Condition
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>EHAT</b>	Early Help Assessment Tool
<b>EHCP</b>	Educational Health and Care Plan
<b>SENISS</b>	Special Educational Needs Inclusion Support Service
<b>EAL</b>	English as an Additional Language