

SEND Information Report

2021/2022

SENDco:

Mrs M Hill (EYFS/ KS1)

Mrs L Willcox (KS2)

SEN Governor: Mrs K Gordon-Morris and Rev A Brown

Contact: 0151 474 3060

Dedicated SEN time: 59 hours per fortnight (equivalent of 5 days full time).

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



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

Assess: Assessment is an ongoing, daily process that informs future planning. Assessments can be carried out through the efficient and effective marking of the children's work labelled with the constructive comments feedback that clearly identifies the next steps for each individual child. The class teacher completes the marking and feedback and children who have been identified as needing more support in specific areas will receive targeted intervention. Assessment of the intervention is a process shared with teachers and learning support assistants. Communication is a vital component of the assessment processes within our school. This includes communication between teacher, learning support assistant and parents. Class teachers have termly progress meetings with our assessment co-ordinator, English and Maths co-ordinator.



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Plan: Using the information and data from the school's assessment tracking system, teachers are then able to create specific and focused plans for the term ahead. These action plans may focus on the vulnerable groups, specific children or groups of children with a specific area of need. These plans then form the first part of the planning process of the teachers. Teachers have designated PPA time and where possible; this is to plan the high quality first teaching activities for the week ahead. This ensures a thorough planning approach to take into account the specific needs of the children within that year group. Teachers also plan the interventions that will take place and which children these will include. These plans are then shared with the learning support assistants within the year group.

Do: Class teachers, PPA teachers and learning support assistants deliver high quality teaching. Interventions are delivered by learning support assistants and evaluated after each intervention carried out. These evaluations are shared with the class teachers to inform their planning for the next steps. The following is a list of how lessons are differentiated to match the needs of ability of the children within a class:

- High quality first teaching
- Differentiated curriculum planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace
- Differentiated outcomes e.g. cartoon strip instead of written prose and use of Computing
- Increased visual aids
- Illustrated dictionaries and word banks
- Use of writing frames
- Plan lessons based on pupils learning styles

Review: All members of staff within a specific year group have some degree of responsibility to contribute to the review of the thorough and rigorous graduated approach of assessing, planning, doing and reviewing. This is ensuring that there is clear communication of how interventions have impacted upon the learning of the individual children. This impact is reported to parents with two open evenings and a written report throughout the year. In addition to this, the parents of children who have a play plan or one-page profile have three further opportunities to come into school to meet the SENDco to review the impact and next steps for their children with SEND.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

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SEN Needs:

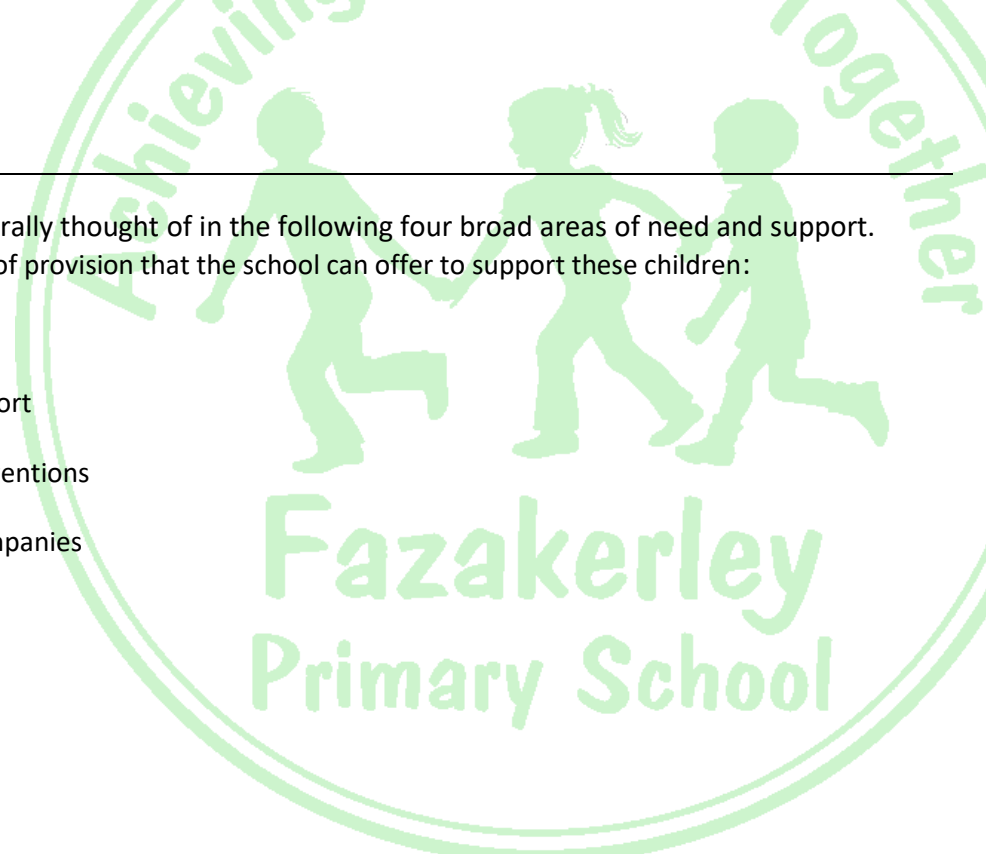
Children and young people's SEN are generally thought of in the following four broad areas of need and support. Below is a brief outline of some of the type of provision that the school can offer to support these children:

1. Communication and interaction

- Outreach from SENISS Support
- Speech and Language Interventions
- Outreach from external companies
- Portraits
- Visual Timetable
- Now/ Next boards
- PECS
- Lego Therapy
- Time to Talk
- Socially Speaking

2. Cognition and learning

- Phonic Interventions- Read, Write, Inc
- One to one reading
- Paired/ Group Reading
- Sentence Building
- Number Stacks
- Precision Teaching
- Chunking Activities
- Coloured overlays
- Visuals



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3. Social, Emotional and Mental Health

- Learning Mentor- 1:1
- Learning Mentor- small groups
- ROAR
- YPAS Seedlings
- CAMHS Involvement
- Th Inc Room intervention
- Friendship Formula
- Together Trust
- Mental Health in Schools Team

4. Sensory and/or Physical Needs

- Fine motor development
- Handwriting support
- Handwriting grips
- Writing slants
- Balance Boards
- Access to the sensory room
- Multisensory approaches to access the curriculum
- Sensory Circuits

As of September 2021, we have 114 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include: learning walks, data analysis, lesson observations, LSA intervention observations, scrutiny of planning and work and meetings with parents and professionals.



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Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evenings	All teaching staff, Parents/carers, child	Twice per year
Written school report	All teaching staff, Parents/carers, child	End of academic year
Informal Parent Meetings	SENDco, Class teachers, head teacher, assistant head teachers, learning mentor, safeguarding lead Parents/carers, child	As and when required, depending on need and circumstances
Early Help Assessment Tool (EHAT) meetings and review meetings	SENDco, safeguarding lead, Parent/Carers, Class Teacher Parents/carers, child	EHAT can be raised at any time with consent from parents, an EHAT is then reviewed approximately every 6 weeks
SEND reviews	SENDco, Class Teacher, Parents/ carers, child	Parents of children being supported on the SEN register are invited to review their child's progress at the end of each half term.
Completing referrals for Assessments by External Professionals	SENDco, Educational Psychologist, SENISS, Speech and Language, Occupational Therapist, Physio Therapist, Class Teachers, Parents/carers, child	As and when required. A referral for external professional involvement can be raised at any time, however the waiting time for involvement from the different agencies can vary.
Education, Health Care Plan (EHC) Requests	SENDco, Parents/Carers, Professionals requested by the LA SEN Team.	An EHC plan assessment can be requested by School in partnership with parents/carers or by parents at any time during the year. If the request is successful a formal meeting will be organised including a representative from the



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		LA SEN team to review the draft EHC plan prior to a final document being agreed
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Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
LW	SENDco Early Help	PGCert – National SENCO Award ROAR Response Expert EHAT Lead
MH	SENDco Early Help	Local Authority SENCO Award NPQML EHAT Lead
LM	SEN/ SEMH	SENISS Qualifications Th Inc Room
ND	SEMH Communication and Interaction Early Help	Social Stories and Comic Strips ROAR Response Expert Mindfulness Training Youth Connect 5 Lego Therapy EHAT Lead
JS	Communication and Interaction	Lego Therapy Blank Levels
TW	Communication and Interaction	Sign a long
AJ	SEMH Early Help	ROAR Response Expert EHAT Lead
JK	SEMH Early Help	Mental Health Lead Mindfulness EHAT Lead

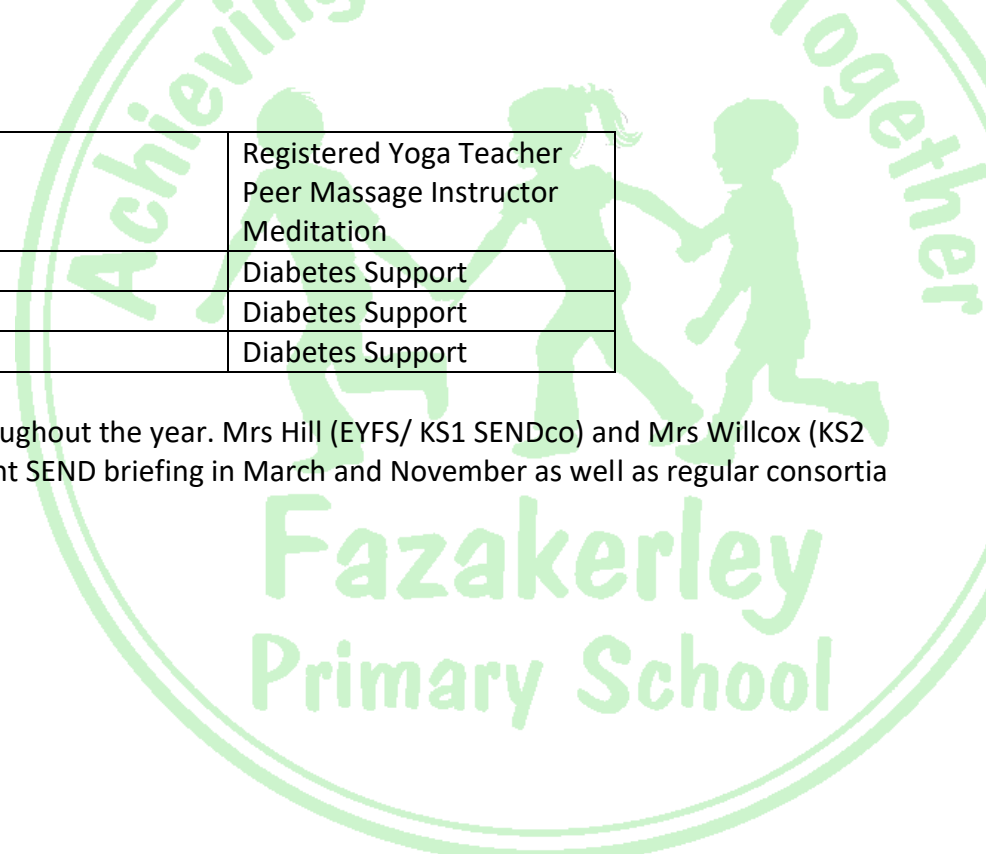


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JW	SEMH	Registered Yoga Teacher Peer Massage Instructor Meditation
AD	Physical	Diabetes Support
JB	Physical	Diabetes Support
LS	Physical	Diabetes Support

We plan opportunities for staff CPD throughout the year. Mrs Hill (EYFS/ KS1 SENDco) and Mrs Willcox (KS2 SENDco) attends the School improvement SEND briefing in March and November as well as regular consortia meetings and networking meetings.

Staff training planned this year includes:

- Care and Control
- Trauma/ Attachment
- Quality First Teaching
- ADHD
- Sensory Needs
- Dyslexia Support

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Staff are deployed based primarily upon their areas of expertise and their experiences. We deploy the appropriate staff to meet the needs of all children. All classes from Nursery to Year 2 have at least one class teacher and teaching/ learning support assistant. In KS2, there is one learning support assistant per year group. During the afternoon sessions, support staff are deployed to deliver structured interventions, offer support to all children including those with SEND through small group or 1:1 support. We also have two Learning Mentors who deliver a range of interventions to our children who are identified on the SEND register for communication and interaction and social, emotional and mental health.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our approach involves:

- School Improvement Liverpool’s Transition Event for Year 6 transition to Year 7.
- Additional transition events organised directly with local high schools.
- Enhanced transition packages for children with ASD.
- Reception staff visited Nursery settings to meet Key workers of children entering Reception.
- Nursery staff made home visits to meet children entering Nursery.
- Specific staff attended EHAT meetings to meet the families and understand the children’s additional needs.



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- Transition top-up funding applications were made in preparation for the children entering with additional needs.
- Linking with Fazakerley Children's Centre to support families who were new to the setting. We closely monitor children and young people's destination data.

Complaints

Our complaints procedure can be given upon request from the school office.

What has worked well this year?

- Development of Mental Health support which was vital due to a rise in children suffering with anxiety due to lockdown
- Hubs for vulnerable children during lockdown
- Implementation of Number Stacks
- Development of Sensory Circuits

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year includes: planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

- To continue to develop staff knowledge and understanding through CPD opportunities
 - To develop teacher's knowledge of SEND and Quality First Teaching
 - To develop the quality of One-Page Profiles to support children identified at SEN Support
 - To further engage parents/ carers to gather feedback

COVID-19 Contingency

In the event of further school closures as a result of COVID-19, children in receipt of a final EHCP will be allowed to attend school if their parent(s)/carer(s) wishes. All other SEND pupils will have access to online platforms for them to access their learning at home. School will offer the use of loaned devices for children to be able to access their online learning. Some children may require their learning to be adapted to allow more bespoke activities to be offered to support the needs of the children.

Relevant school policies underpinning this SEN Information Report include:

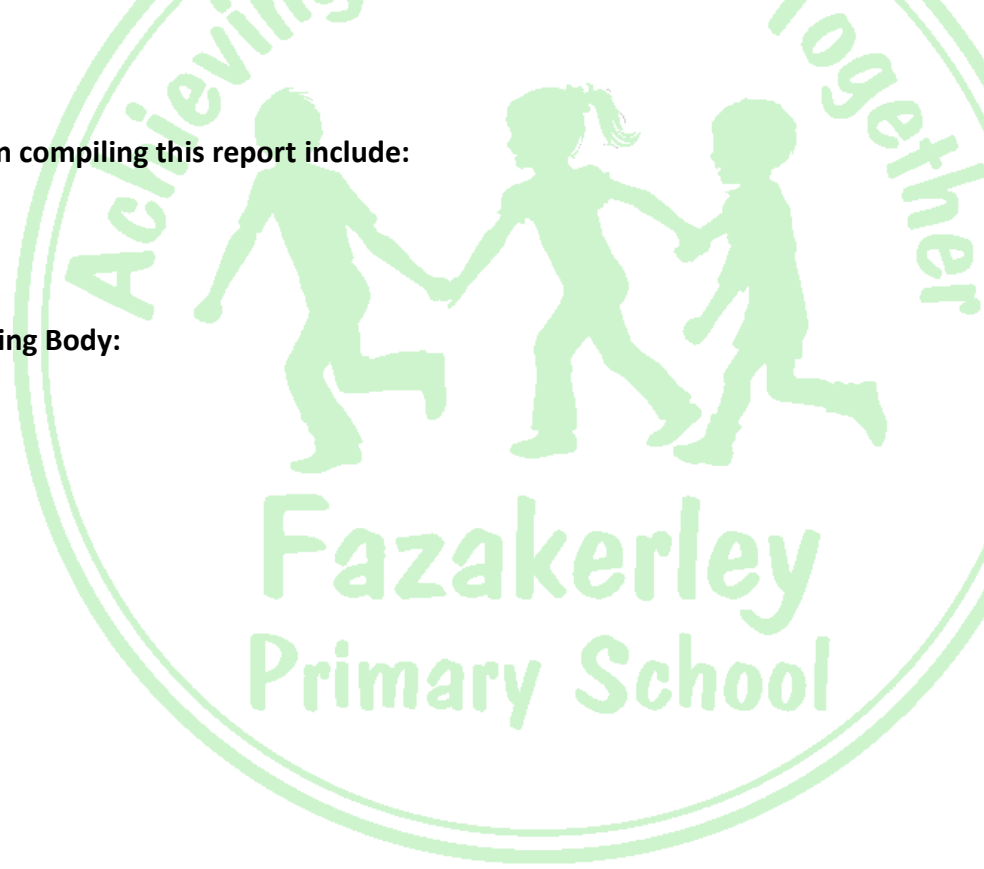
- SEND Policy
- Marking Policy
- Equal Opportunities Policy
- Assessment Policy
- Behaviour Policy



Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body:



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