



Childwall CE Primary School

Special Educational Needs Information Report

September 2020

SENCo: Mrs. C. Rice

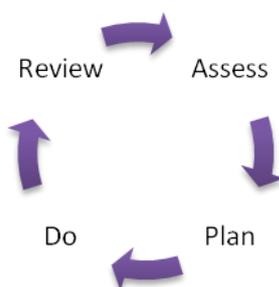
SEN Governor: Mr. D. Gillin

Contact: 0151 722 1553 crice@childwallce.com office@childwallce.com

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 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 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 or disability (SEND).

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

Special Educational Needs:

Children and young people's special educational needs or disability are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision in this area includes Speech and Language Therapy (SLT) follow-up support, speech recognition software and groups such as *Time to Talk* and *Socially Speaking*. Sessions are provided by Paula Griffiths, *Purple Circle* (ASD Consultancy), to support children with autism.

2. Cognition and learning

A wide-variety of intervention groups are run to support children in the development of, for example, reading, writing, Phonics and Maths. Programmes such as *My Maths*, *Precision Teaching*, *IDL Cloud*, *Clicker 7* and *Toe by Toe* supplement the teacher planned and organised interventions. The school has access to outreach support from, for example, SENISS (Special Educational Needs Inclusion Support Service) which can be used to help assess the learning needs of a child and a Literacy specialist teacher.

3. Social, emotional and mental health difficulties

Time to Talk and *Socially Speaking* groups are used to help children develop their social as well as communication skills. The school has access to outreach support from YPAS, with their *Seedlings* programme supporting children who are experiencing social, emotional or mental-health difficulties. *Go Zen* is used to enable children to learn about feelings of anxiety and how to overcome these. The *ROAR* programme has also been integrated to support children's mental health. Awareness of possible bullying as a direct result of SEND is taken very seriously and advice sought accordingly.

4. Sensory and/or physical needs

Groups take place to develop handwriting and gross/fine-motor skills. The school can commission support from Springwood Heath Primary School, to loan resources which help develop children's physical skills, for example, as well as sharing good practice in the SEN consortium it is a part of. Physiotherapists and Occupational Therapists also support children who have been referred to these services.

In July 2020 there were 42 children on the SEND register; 35 children receiving SEN Support and 7 children with an Education, Health Care Plan (EHCP).

We have internal processes for monitoring the effectiveness of provision and assessment of need. These include: learning walks, observations, pupil progress meetings, data analysis, cost to school.

Admission of pupils with disabilities

Our core school Christian values underpin our approach to admissions, including those pupils with additional needs. We recognise each child as unique, loved by God and valued, whether they have additional needs or not.

Pupils with extra needs, specifically disabilities, are welcomed into our school. Arrangements include: extra visits to the current settings of pupils; liaising with parents and extra visits to school if needed. Reasonable adjustments to the school building and curriculum are made in advance of new pupil admissions.

We constantly monitor to ensure that children with disabilities are given the same experiences as other children. Instances of discrimination or inequality would be taken seriously and addressed accordingly.

All parts of our school are accessible. The school building is single storey throughout and, where necessary, ramps are in place to allow access. Skirting boards are painted black to assist pupils with visual impairments.

Co-producing with children, young people and their parents/carers

Involving parents and learners in dialogue is central to our approach. We do this through:

Action/Event	Who's involved	Frequency
Parents Evening	Class teacher, parents/carers,	Once a term.
Pupil Profile meetings	Class teacher, SENCo, parents/carers, pupil.	Once a term or as targets are met/adapted.
EYFS Welcome Meeting	EYFS staff, Headteacher, SENCo, parents/carers.	Annually
Initial Early Help	Relevant staff i.e. class teacher and Learning Support Assistant (LSA), SENCo, Headteacher, outside agencies, parents/carers, pupil.	At various times throughout the year.
Early Help Assessment Tool (EHAT) meetings and Team Around the Family (TAF) review meetings.	Relevant staff i.e. class teacher and LSA, SENCo, Headteacher, outside agencies, parents/carers, pupil.	At various times throughout the year.
Education Health Care Plan (EHCP) Annual Review Meeting	Relevant staff i.e. class teacher and LSA, SENCo, Headteacher, outside agencies, parents/carers, pupil.	Annually
Meetings after assessment visits i.e. from Educational Psychologist (EP), Speech and Language Therapist (SLT), outreach teachers.	Relevant staff, SENCo, outside agencies, parents/carers, pupil.	At various times throughout the year.
Parent/carer training sessions and coffee mornings/afternoons	Outside agencies, SENCo, parents/carers.	At various times throughout the year.

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
CR	SENCo	National SENCo Award
TD, CB, TBu, SG	Speech, Language and Communication Needs (SLCN)	SLCN Projects

In the academic year 2019 - 20, there were a number of training opportunities for staff including: *Sensory Processing Difficulties and the Impact on Education* delivered by Clare Ewart (OT), Epi-pen use, delivered by Natalie Preston (School Nurse), Precision Teaching, delivered by Jenny Dutton (EP), Speech and Language Therapy, delivered by Claire Haymes, Spelling Strategies, delivered by Gel Jones (specialist teacher), Attachment Training, delivered by Wendy Leverett-Wilson (*Person Centred and Experiential Psychotherapist*), *Supporting Children with ADHD when reading and writing* delivered by Colin Foley (National Director of training for ADHD Foundation), Lego-Based Therapy Facilitator Training delivered by ASC Inclusion, Hearing Impairment Awareness delivered by Ceri-ann Williams (Sensory Service). In addition, the SENCo attends, on an annual basis, the *School Improvement Liverpool* (SIL) SEN Briefings held in November and March, as well as the online secondary transition event in May.

Staff deployment

Considerable thought, planning and preparation goes into utilising our LSAs to ensure all children achieve the best outcomes; this includes helping them to gain independence and preparing them for adulthood from the earliest possible age. LSAs are deployed throughout the school from Reception to Year 6 and offer support in the following ways, as appropriate: 1:1; 1:2; in-class small group support; specific intervention groups. This is in addition to the support given to children by their class teacher.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through the SEN South Central Consortium and neighbouring partners.

We worked with pre-school settings to welcome 2 children with special educational needs or disabilities in 2019 and supported 4 children with SEND with their transition to secondary school in 2020.

Our approach involved, for example, attendance at the *SIL* SENCo Transition Forum and the Nursery to School transition event, visits to pre-school settings, contact with staff from other schools/settings, meetings with parents/carers and outside agency/support workers.

We closely monitor children's behaviour, well-being, work and data as they approach transition or after a transition has been made.

A full list of the external partners we work with can be found in our school's Local Offer. Extending our school working practices, we commission using an outcomes-based approach. This enables us to hold our partners and school to account.

We believe this has benefited our children and their families in the following ways: parents/carers have been able to meet with the EP to discuss concerns they have about their child as well as receiving advice and guidance from outreach workers, such as those from SENISS (Special Educational Needs Inclusion Support Service), *Purple Circle* (ASD Consultancy) and *Seedlings* (art therapy). This has enabled the parents/carers to gain a greater understanding of their child's needs and how they can best be supported. SLT and Occupational Therapists (OT) have shared follow-up work that can be practised both at home and in school to continue the work done during their sessions. Physiotherapists come into school to deliver their programme of support for some children, meaning that parents/carers are not inconvenienced by having to take their child to an appointment and the children do not miss too much of the school day. Outside agencies have attended EHAT meetings ensuring that all those working with a child are able to meet to discuss provision, progress and future development.

Complaints

Under Section 23 of the Education Reform Act parents/carers have the right of complaint to the Governing Body if they believe that the Governors have not carried out their duties and responsibilities in respect of the National Curriculum, Religious Education and Collective Worship.

Our aim is to provide an open and welcoming environment where every child is happy and secure, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.

The school has a formal complaints procedure but in most cases an approach to the Class Teacher or the Head Teacher should soon resolve the matter. If this fails, please follow the complaints procedure, available on the school website.

No formal complaints relating to SEND were received in the past academic year.

Developments in the academic year 2019-20

Learning Walks continue to be used to monitor current practice and suggest ways forward. They are held on a termly basis and are attended by SENCo and SEN Governor. Comments from Learning Walks undertaken in the academic year 2019-20 include: *intervention monitoring sheets in use in every year grp; wide-range of interventions taking place across the school.*

Coffee afternoons, organised to support parents/carers of children with SEND, continue to be well received. Tracy Williamson (*ASD Training Team*) attended a coffee afternoon on 5th March 2020, this informal session was used to share information about the organisation, signposting training to parents/carers, drop-in sessions, how to contact for advice and specific advice/guidance about transition and empowering them to learn more about the needs of their child. Attendees had the opportunity to share their experiences, ask questions and speak to Tracy one to one. The session was attended by parents/carers of children currently at our school and prospective parents. Evaluations recorded 100% positive responses.

Of the session with Tracy Williamson, the following are a sample of comments: *thank you for the session; always goods to meet up; Tracy really helpful with information; very informative; collected information from Tracy and other parents.*

Following these sessions, one parent commented on how they had never attended such an event before but that they had found it a really positive experience being able to talk openly about their child's needs in a relaxed and supportive environment.

Building upon the links already developed with the *ADHD Foundation* and funded by the SEN Consortium, the school received a package of support from the *ADHD Foundation*. One aspect of this was a Therapeutic programme, delivered by a therapist. This involved a therapist running 1:1 sessions for three children, over a period of seven weeks, to support the children to develop emotional regulation techniques, using a therapeutic approach. The children of the parents also had the opportunity to attend a session and meet with therapist.

Another part of this package of support enabled the school to host an 'ADHD Skill Building' day. This training day was delivered by Chrissi Jones of the *ADHD Foundation* and was open to parents of children with ADHD/children who are on the ADHD Pathway from both this school and Our Lady's Bishop Eton Primary School. The event covered themes such as, 'understanding and managing your child's ADHD', 'what is ADHD', 'what is the impact of ADHD' although the content was also determined by the needs of the participants.

The session was attended by eleven parents/family members; seven of these were from Childwall CE Primary School, four from Bishop Eton. The session was well received and the following are a sample of feedback comments: *the session was excellent. Felt I understood my son's condition better. Gave me useful tools and strategies to cope; Very interesting. lots of useful information about ADHD and strategies to put in place; a really informative day. Was very good to take the time out of day today, things to learn; Thank you for a productive and supportive day, you covered a lot of material.*

An *ADHD Foundation* 'ASD Skill Building' day was due to be hosted by Booker Avenue Junior School in May and a group of our parents had confirmed their attendance at this event but this was cancelled as a result of COVID-19, as was a staff training session on 'Understanding and Supporting Learners with ADHD and Dyscalculia', that was to be delivered by Colin Foley, National Director of training for the *ADHD Foundation*.

The school SENCo, with input from various staff members, successfully applied to the Local Authority for 'top-up funding' (TUF) renewal for seven pupils with additional needs. Six of the seven children in receipt of TUF have an Education Health Care Plan (EHCP). This funding has been used to ensure that the children receive the appropriate level of support, for example adult support or specifically purchased resources.

An application for an EHCP has been made to the Local Authority (LA) for four pupils; three of the applications resulted in the LA writing an EHCP for the pupils, Knowsley LA are due to assess the fourth pupil as part of their EHCP application process.

The school offers a wide-range of extra-curricular activities that are accessed and enjoyed by all pupils. In the last academic year, all pupils identified as having SEND participated in at least one extra-curricular activity or lunchtime club. The children participated in a range of activities such as cross-country, mindfulness, Spanish, cricket, Lego, hockey, choir, Dodgeball and *Active Breakfast*. Some of the children gained credits towards the Children's University.

Following the introduction of the exciting and inspirational project, *Can Do*, in the academic year 2017-18 a third project ran during the autumn term 2019, in collaboration with Leonard Cheshire Disability and Childwall Abbey School. *Can Do* is a volunteering programme for young disabled people offering support, information and training through bespoke programmes. As part of this project, a group of sixth form students from Childwall Abbey School learnt about the sport Kin-Ball. Having completed the Kin-Ball Leadership Award, the Childwall Abbey students then delivered training sessions to each of our classes, teaching them about the sport and designing mini games for each year group. The students from Childwall Abbey were taught to both play and teach Kin-Ball in order that they could then teach it to the children of Childwall CE Primary School. All involved liked the inclusivity of the sport and how it can be adapted to teach different skills. This fabulous project enabled the students from Childwall Abbey School to build confidence, socialise and cultivate new skills whilst the children of Childwall CE Primary School had the opportunity to reach out to and integrate with the local community.

A competition event took place for our Y3 and Y4 children at IM Marsh which saw a day of Kin-Ball games across 4 courts. The Childwall Abbey students then delivered a presentation to the school describing why they wanted to come into school to work with our children; to meet new people, have new experiences, gain confidence, get involved in the local community and to have fun were a few of the reasons. They explained how they were nervous at first, but enjoyed coming into school and meeting everyone. They shared their achievements over the project from how to set up the equipment, coaching others, listening, giving instructions and working as a team and then shared their favourite memories of the project, e.g. *working with my teammates and helping the children, working as a team, making everyone happy, spending the whole day with the Childwall C of E children, being a leader and talking to the children, when I taught the younger children, it made me feel happy, getting to know the children.*

The school continues to promote the *ROAR* response to mental health in schools, an initiative developed by Merseyside Youth Association's RAISE team, in response to the findings of a citywide review of whole school approaches to mental health. The *ROAR* response offers tips around building resilience in children as well as equipping adults to spot the signs and symptoms of a child experiencing problems with their mental health.

Also supporting the mental health needs of our school community we were delighted to offer a 'Thriving Parenting' Workshop to support and compliment the *Thrive in 5* programme that has been successfully embedded into our school culture. At the session, parents learnt more about what *Thrive in 5* is, how and why it makes an impact and what they could do to further support their child at home. They were also given insights into how they could apply some of the principles within their own lives. The session was facilitated by Christina Mitchell, the Consultant and Young Person Life Coach that introduced *Thrive in 5* at our school in September 2018.

The school supports all children to feel safe and valued members of our school community, a message re-enforced by *B Tales*, a Christian theatre company who bring Bible stories and other stories to life. *B Tales* delivered a performance for the children during Anti-Bullying week about how we can all help people who are being bullied or help the bully if something is happening to them. After the performance, Y6 did a drama workshop, by acting parts of the play followed by some 'hot-seating' to help them to understand bullying further i.e. why it happens and how we can help each other to prevent it.

The participation of children, identified as having SEND, in extra-curricular activities increased further as a result of the continuation of the *Active Breakfast Club*. The school received funding from the *Liverpool Active Promise Fund* to deliver a programme running

a variety of sports before school to develop positive sporting experiences to help the children enhance their skills, develop sporting self-esteem and build resilience. The club was aimed at children who had not attended school funded after-school sporting clubs, with the aim of breaking down barriers to sport and helping the children to engage in the wide range of extra-curricular activities offered by the school. Eight children on the SEND Register took part in the *Active Breakfast Club* and parents commented on how it motivated the children to go to school on the mornings that the club was taking place.

A number of children on the SEND Register took part in a variety of school events and sporting competitions, up until March 2020, e.g. the *Action for Children* choir concert at Liverpool's Anglican Cathedral, the Y2 gymnastics festival, various football matches, a Dodgeball competition, *Sports Hall* athletics heats and city final, Table Tennis heats and city final, Basketball heats and city final. In addition children on the SEN register were given positions of responsibility within school, e.g. *Worship Warrior*, *Maths Ambassador*, Reception Buddy, *Wellbeing Ambassador*, Young Leader for sporting activities.

2019 Data

KS1 & KS2 SATs as well as the Phonics Screening Check were unable to take place due to the COVID-19 pandemic.

Further development

Our strategic plans for developing and enhancing SEND provision in our school include ensuring the SEND Code of Practice is effectively embedded and lived out; the audit and purchasing of resources to continue to support those children with SEND; the effective use of *PIVATS 5* (Performance Indicators for Valued Assessment and Targeted Learning) to enhance monitoring and assessment procedures; further development of the role of the LSA to, more precisely, target support to pupil need; staff to be trained in Dyscalculia; continuing to signpost parents to virtual events that help parents support their children's needs; supporting children with SEND who have to self-isolate as a result of COVID-19.

Building-upon the links already developed, the school will continue to work closely with the SEN consortium, of which our school is a part, by sharing resources and good practice, commissioning services, such as Educational Psychology and *Seedlings* and working together to ensure that the needs of the children are met within our schools.

To introduce the use of *Barrington Stoke* books to support children with dyslexia or visual stress. These books are specifically created to break down barriers to reading for those children who are reluctant to engage with books or read for pleasure. *Barrington Stoke* work with award-winning authors and illustrators, with whom children are familiar, to publish engaging, accessible books to help every child experience the joy of reading. Some of the unique features of the books are that they use a dyslexia-friendly font specially created to make reading easier, they have accessible layouts and spacing to stop the page from becoming overcrowded, heavier paper with a gentle tint that helps reduce visual stress. The books are carefully edited to ensure unnecessary words don't hinder comprehension whilst still incorporating a text that challenges the reader. The illustrations carefully break-up the text and keep the story moving and short, sharp content is matched to the age of the reader and not their reading level.

The school will also introduce the use of *Nessy*, a learning programme designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently. This will complement the strategies and resources already used in school such as Precision Teaching and *IDL Cloud*.

Adaptations as a result of COVID-19

Due to the unprecedented situation that all schools found themselves in from March 2020, our school worked to find new ways of supporting the children with SEND whilst they were not in school or attending a Hub. These new practices included completing LA risk assessments for those children with an EHCP, *Zoom* sessions to deliver teaching for some children with an EHCP, bespoke resources to support the children's learning, regular 'check-in' phone calls from the head teacher, SENCo, or class teacher.

In order to ensure that the regular cycle of personalised support continued, TAF review meetings, for example, were held through phone calls or *Zoom*, attendance at other meetings was virtual such as with Educational Psychologists and other outreach services, a mediation meeting with the LA for an EHCP assessment was attended by parents, SENCo and class teacher and EHCP applications were completed, with various professionals engaged with in the process. Phone support was offered to children already on the *Seedlings* programme, ensuring that the children's wellbeing was supported and the SENCo continued to refer children to available services such as the Neurodevelopmental Pathways at Alder Hey and for speech and language therapy.

Parents were regularly signposted to resources and training opportunities through individual e-mails and by publishing information on the SEND page of the school website. The SEN Governor created personalised social stories to ensure the children had a successful transition back to school and this was very well received by all members of the school community.

The above adaptations continue to be practised and developed to ensure that the children do not lose out on their entitlement of support as we navigate the new academic year and the challenges of living with COVID-19 for some time to come.

In preparing this report, we have included staff, parents/carers and children through, for example, training sessions for staff and feedback from staff and parents/carers after Pupil Profile, EP, EHAT, TAF, EHCP meetings.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Marking and Feedback Policy, Equal Opportunities Policy, Behaviour for Learning Policy, Accessibility Policy.

Legislative Acts taken into account when compiling this report include:

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

Contact Details of External Partners:

We are part of the South Central Consortium within Liverpool LA. As part of this group, we access additional services. The group also serves as an opportunity to share information with other SENCos, headteachers and outreach workers.

Date presented to, and approved by, the Governing Body: 13.10.20