



Childwall CE Primary School

Special Educational Needs or Disability Information Report

September 2022

SENDCo: Mrs. C. Rice **SEN Governor:** Mrs J. Parry & Mr A. Brannan

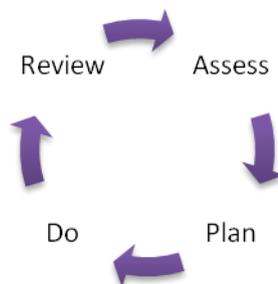
Acting SENDCo (April 2021 – April 2022): Mrs M. Carew

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Our Approach as a School:

Quality first teaching and targeted additional interventions are demonstrated through our child-centred planning approach, across the school, contributing to our provision management arrangements. These processes help us to regularly review and record the impact of what we offer all children or young people in our care and what we offer additionally. These review discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an effectively adapted and personalised approach to teaching and learning. We prioritise discussing 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, with SEND support plans (pupil profiles) reviewed in termly co-production meetings; these are shared and discussed with the professionals that offer support to your child and hold both our internal and 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 group interventions such as *Wellcomm*, *Time to Talk* and *Socially Speaking*.

2. Cognition and learning

A wide-variety of targeted intervention groups are run to support children in the development of, for example, reading, writing, phonics and maths. Programmes such as *Precision Teaching*, *IDL Cloud*, *Clicker*, *Teach Your Monster to Read*, *Nessy*, *Stiles*, *Reading Between the Lines*, *Spelling Shed* supplement the teacher planned and organised interventions. Like all maintained primary schools, 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.

3. Social, emotional and mental health difficulties

Like all maintained primary schools, the school has some access to outreach support from YPAS, where other approaches have not resolved issues, with their *Seedlings* programme supporting children who are experiencing more complex social, emotional or mental-health difficulties. We also have access to therapy support from Mental Health Support Team with a designated practitioner who can work directly with a specific child and parents/carers and also provide wider workshop support to larger groups of parents/carers. Our inclusion team and headteacher liaise with these agencies to identify priority for referral at a given time. *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 and we are also implementing aspects of the Rise programme, intended to help increase resilience in children. Awareness of possible bullying as a direct result of SEND is taken very seriously – see Behaviour for Learning Policy - and advice and training sought accordingly where appropriate. One of our LSAs has also undertaken ELSA (Emotional Literacy Support) training, working with identified children as appropriate.

4. Sensory and/or physical needs

Groups take place to develop handwriting and gross/fine-motor skills. Physiotherapists, Occupational Therapists, Hearing and Sight Therapists also advise on support for children who have been referred to these services.

In July 2022 there were 59 children on the SEND register; 49 children receiving SEN Support and 10 children with an Education, Health Care Plan (EHCP).

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

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 which we are equipped to cater for, are welcomed into our school. Transition 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 equal opportunities and 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. Accessible equipment and modifications are used to support children's access to the curriculum

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.
SEND Support Plan (Pupil Profile) meetings	Class teacher, SENDCo, parents/carers, pupil (where appropriate) any other involved staff	Once a term or as targets are met/reviewed/adapted.
EYFS Welcome Meeting	EYFS staff, headteacher, SENDCo, parents/carers.	Annually
Initial Early Help	Relevant staff eg. class teacher and Learning Support Assistant (LSA), SENDCo, 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 eg. class teacher and LSA, SENDCo, headteacher, outside agencies, parents/carers, pupil.	At various times throughout the year.

Education Health Care Plan (EHCP) Annual Review Meeting	Headteacher, outside agencies, parents/carers, pupil, relevant staff eg. class teacher and LSA, SENDCo, SEND case worker, if appropriate	Annually
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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
CR	SENDCo	National SENDCo Award
Several LSAs	Speech, Language and Communication Needs	Wellcomm training
MC	Senior Mental Health Lead	
CB	Social Emotional & Mental Health	ELSA qualification

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, according to cohort need, from Reception to Year 6 and offer support in the following ways, as appropriate: 1:1 (only where considered and identified as essential); in-class small group support; specific targeted intervention groups. This is in addition to the support given to children by their class teacher.

School External Partnerships and Transition Plans

Our assessment and support 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 1 child with special educational needs or disabilities in 2021 and supported 11 children with SEND with their transition to secondary school in 2022, 3 of these transitioning to specialist provision.

Our approach involved, for example, attendance at the *SIL* SENCo Transition Forum, contact with staff from other schools/settings, involvement in TAF meetings, liaising with SEND local authority case worker, 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 and adapt our individual approach accordingly.

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 support 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), MHST and

Seedlings (YPAS). This has enabled the parents/carers to gain a greater understanding of their child's needs and how they can best be supported. 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, inclusive 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, SENDCo or the headteacher should soon resolve the matter. If this fails, please follow the complaints procedure, available on the school website (or by request).

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

Developments in the academic year 2021-22

Learning Walks continue to be used to monitor current practice and suggest ways forward. They are scheduled on a termly basis and are attended by SENDCo and SEND Governors, reporting back to the full Governing Board.

Throughout 2021-22, a school-employed UP teacher was assigned 2 afternoons weekly to work specifically with groups of children in Years 2 - 5 identified as in need of additional catch-up intervention. She developed bespoke programmes for individuals and small groups, focused on addressing specific gaps. Phonics screening data and NFER assessment results showed a positive impact of this intervention. This will be continued in adapted form this academic year, with this teacher supporting some children herself and also working alongside other key staff to share successful strategies.

The school SENDCo, with input from various staff members, successfully applied to the Local Authority for 'top-up funding' (TUF) renewal for nine pupils with additional needs. All except one of these children in receipt of TUF have an Education Health Care Plan (EHCP). This funding was used to contribute towards ensuring that the children receive the appropriate level of support, for example adult support or specifically purchased resources.

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 either participated in at least one extra-curricular activity or lunchtime club or were individually invited to attend. The children participated in a range of activities such as cross-country, mindfulness, cricket, Lego, hockey, dodgeball, multi-sports, jigsaw club, chess club, Pokemon club, drama club; and we have *Active Breakfast* for individually targeted 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 continue to follow the *Thrive in 5* programme that has been successfully embedded into our school culture.

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.

We engage with LSSP Sporting Festival Events which are particularly accessible to children with specific SEND. Our school has a strong reputation for competitive sports and, in 2021-22 a high percentage of children on our SEND register took part in competitive team sports. In addition, children on the SEND register were given positions of responsibility within school, e.g. *Worship Warrior*, *Maths Ambassador*, *Reading Ambassador*, *Wellbeing Ambassador*, Young Leader for sporting activities.

In summer 2021, our Year 6 drama production was fully inclusive to all who wished to join with a number of children with SEND cast in leading roles, with others choosing to be involved in smaller roles and/or backstage.

School ensures all off-site and residential trips are fully inclusive and accessible to all children.

Statutory Assessment Data

KS2 SATs 2022

Six of eleven pupils on SEND register were able to access KS2 SAT assessments. Three children attained age-related expectation in Reading and Writing; two children attained age-related expectation in Maths – ie 27% and 18% of children with SEND.

KS1 SATs 2022

There were 5 children on SEND register in Year 2: 4/5 children (80%) reached age-related expectation in reading and maths and 3/5 (60%) reached age-related expectation in

writing.

5 children in Year 2 were re-screened for phonics, having not previously reached threshold. 4/5 (80%) attained threshold score or higher.

4/7 Year 1 pupils with SEND attained threshold phonics score.

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, using the graduated approach;
- the ongoing audit, research 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, building upon MITA training;
- ensuring that all SEND Information Plans (Pupil Profiles) are robust working documents that are regularly reviewed and adapted to ensure best impact for each individual child with SEND.
- staff to be further trained in trauma and attachment; school has been selected for 2023 cohort of HEARTs project;
- continuing to signpost parents to virtual events that help parents work in partnership to support their children's needs;
- development of ELSA role;
- the school will continue to work closely with the our SEN consortium 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.
- further develop Wellcomm throughout the school;

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Feedback & Marking Policy, Equalities Policy, Behaviour for Learning Policy (incorporating Anti-Bullying Policy), Accessibility Policy, Administration of Medicines Policy, Remote Learning Policy

Legislative Acts taken into account when compiling this report include:

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

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 SENDCos, headteachers and outreach workers.

Date presented to, and approved by, the Standards & Quality Committee of Governing Body: 13.10.22