



# SEN Information Report

(September 2017)

SENCO: Craig Griffies

Contact: Craig Griffies

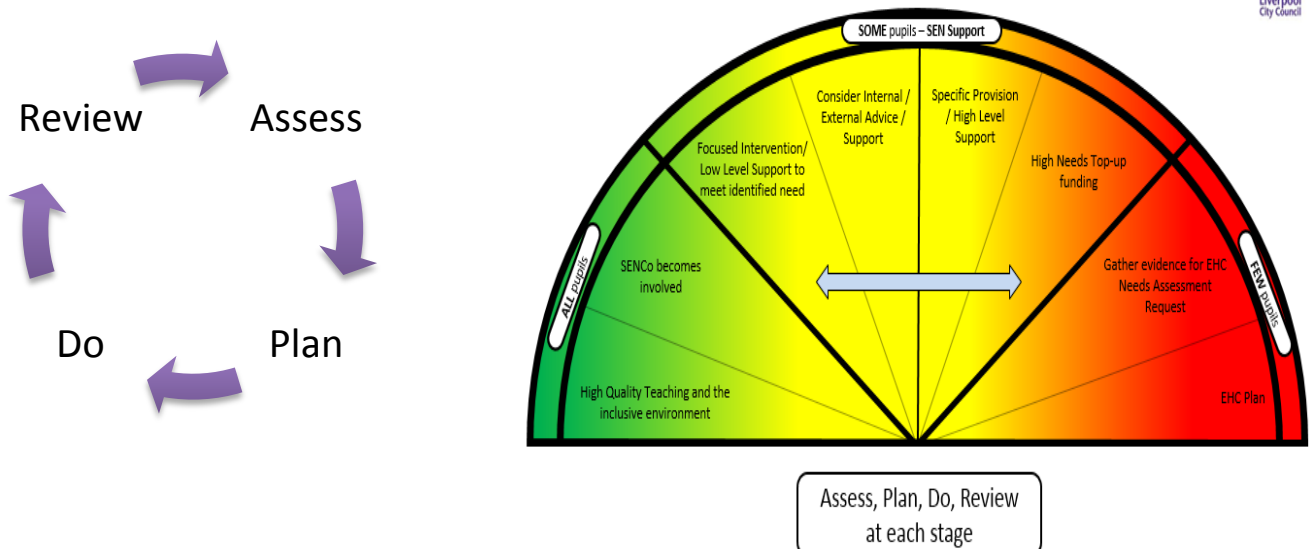
Dedicated SEN time: Covered under leadership and management time

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

## 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. (**Reference:** Curriculum Policy September 2017 Policy)

**Assess:** Initially, high quality first teaching is the basis for intervention. Only if a range of classroom strategies, implemented for the individual are not improving progress will advice be sought. Cause for concern sheets are completed and additional strategies discussed and implemented. If these individualised strategies do not meet the learners needs added interventions are implemented and extra time is timetabled with the class TA, or HLTA for SEND .

**Plan:** Teachers / TA's and SENCO in consultation, formalise individualised timetables of need and types of intervention are decided upon. Entry point assessment is made for many of our computer based interventions so that work can be assessed over time.

**Do:** Children are placed on the intervention for a half term, in many cases daily or at least twice weekly. Input and output attainments are recorded in many cases to inform assessment. If this is not possible we aim to implement interventions that allow reiteration of teaching points before a child can move on. Interventions are individualised to suit the needs of the child.

**Review:** *Half termly reviews focus progress and evaluation of the programme. SENCO and HLTA for SEND have termly review meetings with parents assessing and monitoring progress and ensuring that an individualised plan is in action and a graduated cycle is being implemented.*

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.

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** SEN Policy Sept 2016)

As of *September 2016*, we have 9 children or young people with significant additional needs stipulated on our SEND register as well as many others receiving some form of extra support outlined on our provision map.

We have internal processes for monitoring quality of provision and assessment of need. *These include (e.g. Data analysis, Pupil progress meetings, book scrutiny, learning walks, peer observation etc)*

### **Co-producing with children, young people and their parents**

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

| Action/Event                   | Who's Involved | Frequency                 |
|--------------------------------|----------------|---------------------------|
| One Page Profiles              | Pupils         | Termly                    |
| Termly review meetings         | All            | 3 times a year            |
| Liaising with outside agencies | All            | As required               |
| Transition meetings            | All            | End of each academic year |
| Parental Questionnaires        | Parents        | End of each academic year |
| Pupil Questionnaires           | Pupils         | Termly                    |

### **Staff Development and Qualifications**

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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    |
|--------------------|-------------------|---------------------------|
| Craig Griffies     | SENCO             | National Award for SENDCo |
| Trish Hendrick     | HLTA for SEND     | Ongoing Relevant SEND CPD |

This year, we have put in additional training into whole staff training on specific learning difficulties including Dyslexia, ADHD and Autism. Individual teachers attend courses where children with additional needs are in their class and it would be beneficial. Our experienced SENCO is currently completing a Masters degree in SEND, Leadership and Management in Education. He attends all the School Improvement SEN Briefings.

## **Staff Deployment**

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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.

Support staff are effectively trained on how to help children and how to use intervention software that is acquired by the setting.

## **Finance**

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We allocate our school budget to support the needs of all of our pupils, including those with identified special educational needs.

## **Complaints**

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Our complaints policy is published on our website. A paper copy is available from the school on request.

## **Successes**

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- effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting
- the proportion of students at SEN Support making and exceeding expected progress
- proportion of pupils identified as SEN Support participating in extra- curricular activities
- proportion of pupils identified as SEN Support represented in specific groups e.g. School Council, competitive sporting events)

## **Further Development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Identification of needs
- learning walks
- evaluation of data
- investigating pupils and parent feedback and collaboration and how this impacts on development

**Relevant School Policies underpinning this SEN Information Report**

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- SEN Policy
- Curriculum Policy
- Marking Policy
- Equal Opportunities Policy
- Complaints Policy

**Legislative Acts taken into account when compiling this report include:**

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- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015