



SEN Information Report

(September 2021)

SENCO: Mr Craig Griffies

Dedicated SEN time: Covered under leadership and management time, approximately 10% of timetable per week.

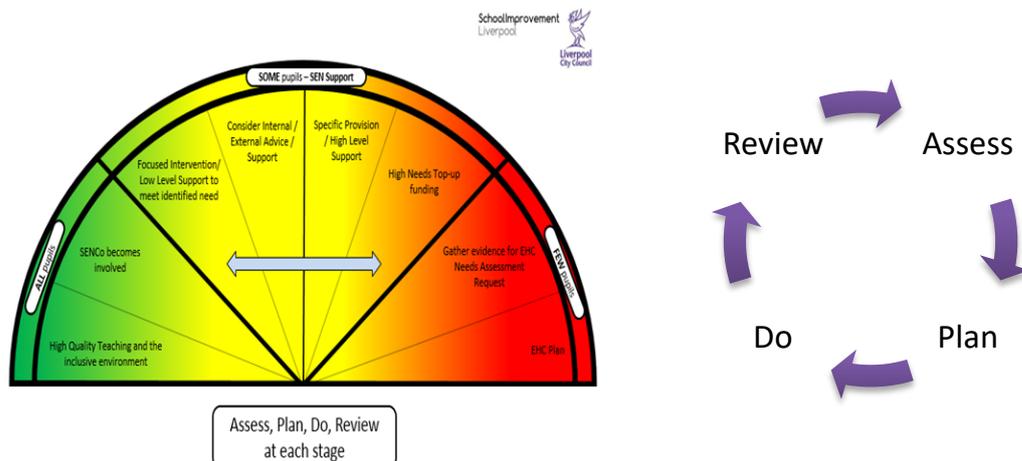
Local Offer Contribution: n/a as an independent school

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

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. Assessments are produced termly and next steps are identified for all children including those with additional needs. 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: 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. If possible 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 within the SEND team focus on whether the interventions are beneficial to the individual child. 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. In addition, any data from assessments is analysed and next steps are decided by teachers on the whole school assessment tracker and discussed at pupil progress meetings.

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:

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 2021)

As of September 2021, 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 learning walks, peer on peer observation and evaluation and pupil progress meetings.

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
One Page Profiles	All	Annually
Half termly / termly reviews	All	3-6 times a year
Liaising with outside agencies	All	Intermittently
Transition meetings	All	End of each academic 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
Craig Griffies	SENCO	National Award for SEND
Trish Hendrick	HLTA for SEND	Various courses annually to improve knowledge

Last year, the SENDCo led additional training at INSET to all staff relating to the Code of Practice and the need for quality first teaching and a clear structure focussing on the Graduated Approach. Staff consistently receive 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 they feel it would be beneficial to the children in their care. (and our SENCO attends the School Improvement Liverpool SEN briefings normally held in March and November each year.

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

Further development

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

- planned lesson observations
- learning walks
- evaluation of data
- pupil and parent questionnaires focussed on SEND provision
- investigating pupils and parent feedback and collaboration and how these impacts on development

Relevant school policies underpinning this SEN Information Report include:

- Safeguarding Policy
- SEN Policy
- Teaching and Learning Policy,
- Marking Policy,
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

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