

# SEN Information Report

## 2024-2025

*SENCO:* Mrs  
S. Hughes

*SEN*  
*Governor:*  
Mrs A.  
Hosey-  
Davies

*Contact:*  
0151 428  
1800

*Dedicated*  
*SEN time:* Mornings

*Local Offer Contribution:* Click on the Early Help Directory at [www.liverpool.gov.uk](http://www.liverpool.gov.uk) to view our school's Local Offer.



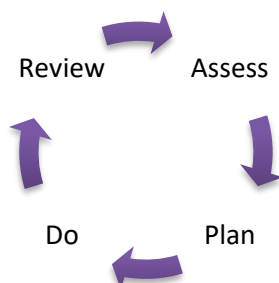
### Our Approach as a School:

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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:** Class teachers are constantly assessing children informally throughout the academic year and formally assess them at least half termly. Pupil progress data is analysed by both the class teacher and the assessment co-ordinator. Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress.

**Plan:** Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. Children on the SEND register also have a Person Centred Plan (PCP) with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend PCP planning meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

**Do:** Class teachers are responsible for ensuring that the planned lessons, activities and/or intervention are carried out. Class teachers ensure that all pupils receive quality first teaching and small group support from themselves and LSPs within lessons. There may be times when targeted support is provided by other members of staff such as a specialised teacher. The class teacher works closely with other adults who work with children in their class, over-seeing provision and discussing progress and next steps with them.

**Review:** The class teacher reviews the child's progress against the targets set. Parents and, where age and ability appropriate, the child, are included in a review of the PCP. New targets are then set and the assess, plan, do, review cycle continues.

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:

### **1. Speech, Language and Communication**

*Details of provision:* The school works closely with speech and language therapists where they are involved with individual pupils and carries out work and support activities recommended by the SALT with individual pupils. Nursery also have the opportunity to work with a SALT specialist who visits the school

The school also provided small group support based around the development of communication and interaction skills. Such as WELCOM and plans from Speech and Language.

### **2. Cognition and Learning**

*Details of provision:* This is a broad area of SEN and the school offers a variety of individual support within appropriately differentiated high quality lessons. Some examples of the provision offered by our school are:

- Regular Reading Support
- Small group/ 1:1 phonics support following the Letters and Sounds.
- Small group spelling support.
- Basic Skills small group Maths Support
- Small group work through success at Arithmetic.

### **3. Social, Emotional and Mental health**

*Details of provision:* The school provides a supportive and caring ethos and aims to support children's social, emotional and mental health through fostering a safe and secure environment.

The school works closely with outside agencies, such as CAHMS, focussing on strategies to deal develop emotional wellbeing.

A therapist works 1:1 with individual children who need specialist support in this area on a weekly basis.

We have an Early Mental Health Practitioner who works 1:1 with children and also delivers training for parents.

The school follow the ROAR program for mental health where all children partake in activities where they can talk about how they are feeling and are equipped with the strategies to deal with this.

2 practitioners deliver A Quiet Place intervention with individual children where they do hand massage and the Heart Math, which helps regulate children's mental state. Staff in school continue to deliver this intervention once the therapist has completed work.

The school also offers Lego Therapy, Time to Talk and Social Stories for those children who need support with understanding social situations.

#### 4. Sensory and/or physical needs

*Details of provision:* The school provides activities to support children's fine and gross motor development through activities such as sensory circuits, sensory breaks and individualised fine motor skills development activities.

**(Reference:** Please see the SEN policy on the school website – updated 2024)

As of September 2024 we have 61 children receiving some form of SEN Support.

The SENCO carries out monitoring of the quality of provision and assessment of need. These include learning walks by the SENCO, link governor and SLT, termly monitoring of intervention programmes, termly monitoring of progress data and termly monitoring of the PCPs.

#### 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
PCP planning and review meetings.	Class teacher, parents, child (where age and ability appropriate)	At least termly.
Parents Evening	Class teacher, SENCO, Parents	Termly
Transition Meetings	Previous and new class teachers, SENCO and parents of specific children (eg. Those with ASD) who require support with transition.	End of Summer term.
EHCP Review meetings.	All agencies involved with child with a EHCP, parents, class teacher, SENCO.	Annually – dependent on when EHCP was issued.
EHATs	All agencies involved with the family with an EHAT, parents/carers, class teacher, SENCO	At least every 20 weeks

Where certain outside agencies are involved e.g. Educational Psychologist, SENISS, OSSME parents are always fully involved and will be invited to attend individual meetings with the agency, the class teacher and the SENCO to discuss the involvement of these agencies.

#### Staff development and Qualifications

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We are committed to developing the ongoing expertise of our staff. This is the training that has taken place since 2019:

<b>Date</b>	<b>Training</b>	<b>Staff Involved</b>
<b>18/01/2023</b>	SLCN- SENISS	All Staff
<b>22/02/2023</b>	SENISS- Speech and Language	All Staff
<b>28/06/2023</b>	EMTAS training	All staff
<b>19/06/2023</b>	Neurodiversity conference	SENCO
<b>13/09/2023</b>	Positive handling training	EYFS staff
<b>20/09/2023</b>	Positive handling training	EYFS staff
<b>29/09/2023</b>	Boxall Profile	SENCO and HLTA
<b>11/01/2024</b>	Epilepsy training	LSOs and SENCO
<b>27/02/2024</b> <b>05/03/2024</b> <b>12/03/2024</b> <b>19/03/2024</b>	OT sensory training	J. Speed S.Melia E.Vallely D.Manning
<b>21/02/2024</b>	CVI training	All Staff
<b>28/03/2024</b>	Boxall training	L. Daniels S. Hughes
<b>04/09/2024</b>	First Aid training	LSOs and SENCO
<b>07/11/2024</b>	SEN Briefing	S. Hughes
<b>19/11/2024</b>	Boxall training	L. Daniels S. Hughes
<b>15/01/2025</b>	SEN updates	All staff
<b>22/01/2025</b>	PDA Training from OSSME	All staff

The SENCO holds that National award for SENCOs. They attend the termly SEND briefings and termly Consortia meetings.

### **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 deployed according to where their own skill set can be employed to best effect and where there are areas of greatest pupil need. LSOs have an area of expertise within the 4 areas of need that they are responsible for leading.

### **Finance**

The school SEND budget has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise. This is reviewed annually by the Senior Leadership Team.

### **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 for welcoming new children with SEN includes visiting their previous setting and discussing individual children's needs with the SENCO or other relevant staff at the setting. We welcome transitional visits to our school and are happy to meet with parents.

Our approach to supporting children make the transition into the next stage of their education includes helping pupils and families to arrange visits to their new school and working with pupils to understand what their new school will be like. Designated staff from our feeder schools visit our school to meet the children. We welcome visits from members of staff from other settings to come and meet our children in the familiar surroundings of our setting. The SENCO also attends the Local Authority Transition Forum where she meets the SENCOs of the feeder schools and hands over information regarding transferring pupils, including reports from outside agencies. This helps the feeder schools to understand the individual pupil's needs and make any necessary changes or provision to make the transition smoother for the pupil.

We closely monitor children and young people's destination data.

## **Complaints**

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*Our complaints procedure* is outlined in our Complaints Policy updated in 2016, a copy of which you can obtain from the school office.

## **What has worked this year**

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So far the successes this year are:

- An up to date SEN register.
- A provision map for SEN in the school.
- Individual SEND profiles for all children on the register.
- Individual learning journeys in place to support pupil progress.
- Learning environments adapted to individual's needs.
- Update of SEND policy.
- EHCPs applied for and in place.
- The achievement of The Inclusion Quality Mark
- Achievement of school of excellence for inclusion
- Involvement of more external agencies including EMHP and CVI support
- Update of the school's local offer
- Monitoring of provision for SEN children
- Review and appraisals for support staff
- Implementation of sensory circuits for EYFS, KS1 and KS2

## **Further development**

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

- Applications for further EHCPs
- Monitoring the impact of provision
- Implementation of the WELCOM speech and language program in Key Stage 1
- Implementing the BOXALL profile for children with SEMH

**Relevant school policies underpinning this SEN Information Report include:**

- SENd Policy
- Behaviour and Anti-Bullying Policy
- Teaching and Learning 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:**