

## Special Educational Needs and Disability Report 2024-205

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### **Categories of Special Educational Need for which provision is made (as per SEND Code of Practice June 2014):**

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Physical and Sensory

### **Identification and Assessment**

The SEND Code of Practice (CoP) (June 2014) explains there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The CoP describes this as a graduated approach to addressing SEND. The CoP suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions. Where this is the case the child may be placed on the SEN register, and would have a SEN support plan designed to address their needs.

Where a child with SEND continues to make little progress over time despite the support provided through the school's SEND provision (including external support and advice), and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school (including requesting High Needs Top Up Funding from the LA if appropriate), the school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an EHCP. This will typically be required when a child or young person will need to access a special setting.

### **Provision for pupils with SEND**

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- We ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- We continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. Where possible attainment is tracked using schools systems. Where necessary, BSquared is used to track pupils who are performing significantly below year group levels.
- We use this monitoring to help us the effectiveness of our provision.
- We provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate (\*except where 'disapplication', arising from a Statement/EHCP occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils).
- We provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND needs.
- We ensure that pupils with SEND are perceived positively by all members of the school community, and we ensure that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- We enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- We involve parents/carers at every stage in plans to meet their child's additional needs.
- Where appropriate, we involve the children themselves in planning and in any decision making that affects them.
- Our caring ethos and detailed knowledge of our children and families allows us to monitor the social, mental and emotional well-being of our children, and intervene when necessary using our Quality First approaches. Boxhall profile assessments are used to support us in identifying bespoke targets to target social, emotional, mental health needs. In more complex instances we use SEAs (Sefton Emotional Achievement Service), MHST (Mental Health Support Team) and CAMHS, to provide further support, advise and strategies.

### **Training and Specialist expertise**

Staff access training through local partnership, as per CPD guidance.

SENDCO has completed the National Award for SEND.

Additional member of staff currently enrolled to complete the National Award for SEND (2023).

SENCO attends local cluster SEND meetings on a regular basis.

Consultants are used to provide training to continue refining our pedagogy to insure we deliver the best inclusive curriculum possible. (E.G. Singapore Maths, Accelerated Reading, Reciprocal Reading, Read, Write Inc Phonics, Opening Worlds and Ready Steady Write.)

We work closely with our SEN Inclusion Consultant and Educational Psychologist to provide the highest quality support, strategies and provision for children.

We actively seek bespoke support for children with specific needs, for example Deaf CAMHS, Physiotherapy and EAL intervention.

### **Equipment and Facilities to support children with SEND**

- Access into and within the building is on ground level.
- The school is adapted to provide easy access for wheelchairs to toilet facilities for adults and pupils.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds). One classroom in the juniors has been fitted with sound boards to further enhance the acoustics to aid children who have a hearing impairment. Quiet areas are available should pupils need this facility.
- Designated blue badge parking bays have been provided.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Disability Access Plan. (This will be reviewed as any other needs become apparent.)

## Consultation with parents/carers

Staff forge home/school links and encourage parents to be partners in the education process. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records. Parents' Evenings are held twice a year, but parents are encouraged to arrange meetings at any other times to discuss any aspect of their child's progress, with the class teacher in the first instance. The SENCO is available should further meetings be necessary. Parents of children with SEN are invited to meet with their child's class teacher three times a year, to review the SEN support plan for their child.

### **The Voice of the Child**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

## Complaints from parents of children with SEND

Parents are generally expected to speak to the child's class teacher as the first port of call. The SENDCO will then discuss any concerns raised. Should the parents/carers feel the need for further recourse, they will be directed through the channels of the standard complaints procedure.

## Other bodies and services

We pride ourselves on forging relationships with a large number of bodies, services, and voluntary organisations for the benefit of our children and families. Generally the point of contact with this support is via the SENDCO.

We work in partnership with our LA, via which we source support from the SEND consultant and Educational Psychologist.

We work in partnership with the NHS for Speech and Language support, Occupational Therapy, CAMHS, physiotherapy (largely at Alder Hey) and school nurse services.

We work in partnership with the MHST (Mental Health Support Team.)

We have close ties with local children's centres, SWACA (Sefton Children's and Women's Aid), SEAS (Sefton Emotional Achievement Service). We actively seek bespoke support for children with specific needs, for example Deaf CAMHS, Liverpool signing choir, BSL interpreter.

## Contact Details of Support Services for parents of children with SEND

The contact details of support Services for parents of children with SEND are held in the school office. Much information about these services is readily available in the school foyer. The school SENCO, and other members of the SLT are available at all times to advise all parents and sign post to relevant services.

## Transition and transfer

### **Arrangements for Transfer to Secondary Schools**

- SEND records are transferred following Sefton procedures.
- There are opportunities for all pupils to visit their prospective Secondary School .
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation.
- Representatives from secondary visit our school in the summer term before transfer to meet parents and pupils.
- For pupils in receipt of High Needs Top Up Funding, school staff liaise with staff at the receiving secondary school to agree if funding will be required for transition to Y7. If it is agreed that funding will be required for transition to secondary school, as part of the transition review process, an application is made to the Local Authority to request funding. Our school SENCO will support the receiving secondary school to do this but it is the receiving secondary school who submits the application in agreement with the parents/carers.
- For pupils with a Statement/EHCP, the plan will be amended during the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences, and the response to consultation by the LA with the schools concerned.
- The SENCO of receiving school attends the final annual review of Year 6 pupils with statements for whom the particular school has been named.

### **Transfer within the school**

- Teachers liaise closely when pupils transfer to another class within the school; meetings are arranged as appropriate between the staff involved in monitoring the pupil's progress. Parents are often invited to these meetings to help inform planning.
- There are close links between the school and the nursery; the pre-school leader meets foundation teacher to discuss pupils with SEND before they start school.

Information on the Local Authority's Local Offer A link to Information on the Local Authority's Local Offer can be found here:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>