



SEND Information Report

2021-22

SEN Team

SENCO: Mrs J Eagleton (KS2) Mrs N. Blanch (KS1+Foundation)

SEND Governor: Mr A.Cocklin

Dedicated SENCo time: Tuesday/Wednesday

SEND staff available for consultations Tuesday and/or Wednesday –please contact school office for appointment:

Telephone: 0151 428 3066

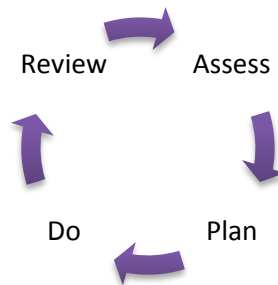
Email: admin@wooltonprimary.com

School Nurse: Jennifer Scott. Contact the School Nursing Team 0151 295 9700 Option 5

Our Approach at Woolton Primary 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.

Assess: Teachers use termly assessment information, alongside classroom observations and discussions with other staff members, to inform their differentiated approach to teaching and learning.



Plan: Teachers plan their differentiated lessons and tailor specific provision to children whose needs are identified at the Assess stage. Children with SEN have an individual Pupil Profile which supports this personalised planning.

Do: Teachers, Teaching Assistants, outreach staff and other school-based support staff, carry out intervention sessions. All interventions are quality assured by the SENDCos and entry and exit data is reviewed at the start and end of each intervention.

Review: Teachers reflect on the provision in their class and review the progress made during termly pupil progress meetings. The progress of children with SEND is reviewed by the teacher, together with the child's parents/carers, and included on the Pupil Profile. This is then shared with the SENDCo to review the impact and effectiveness of intervention programmes.

Special Educational Provision: Our school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014. These are:

1. Communication and interaction

- Socially Speaking intervention
- Ginger Bear intervention
- Time to Talk intervention
- Talkabout
- Discussion Groups
- Mentor group
- Think yourself great
- Access support from outside agencies –Purple Circle (ASD Specialist)
- Speech and Language Therapy Services including Together Trust
- Wellcome Language Intervention Year 3 and EYFS

2. Cognition and learning

- Phonic groups
- Maths and English small group intervention work
- Learning Assistant support in Literacy and Numeracy
- One to one support where needed



- Access support from outside agencies e.g Educational Psychology Services
- Dyslexia groups
- Toe by Toe
- Advice and monitoring from SENISS
- Pre and after school tuition (KS2 pupils)

3. Social, Emotional and Mental Health

- Mentor / Learning Support Assistant where needed
- Discussion groups
- Access to outside agencies eg Seedlings Project
- MHST Support (Mental Health Support Teams)
- ELSA Training
- Quiet Place
- Socially Speaking
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service)
- Oakleaf Bereavement support for children affected by loss
- Mindfulness focus during PSHE lessons
- Lunchtime Nurture club
- Pastoral support team working with children and families
- The school has a service level agreement with the school Family Support Service

4. Sensory and/or physical needs

- Together Trust –OT to assess pupils
- Pupils with a physical or sensory disability will not be discriminated against - see legislation outlined in the SEN and Disability Act 2001. The school building enables full access to pupils with physical difficulties, including those in wheel chairs. Reference should be made to the school's Disability Equality Scheme.
- Children receive support from outside agencies –(eg sensory service)
- Storycise exercises



- Health care professionals regularly attend school to administer physio/occupational therapy to pupils during the school day
- Excellent communication with services for visual and hearing impaired pupils
- We are also able to access Occupational and Physiotherapy services and counselling services such as YPAS and Seedlings
- Refer to SEND Policy and Accessibility Policy Nov 2020

It is the responsibility of each Class Teacher to inform the KS1 and KS2 Sencos of any child who needs additional support.

Once identified, the Class Teacher and Senco will write a Pupil Profile to gather as much information as possible about your child and their learning needs. On the profile we will list three specific targets. The profile will provide details of how these targets may be achieved and who will support your child. These plans will be reviewed in October, February and May/June. The Senco will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making.

Teachers set high expectations for every pupil. A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning means that these pupils are able to study the full national curriculum. The school recognises that all children are individuals and therefore all lessons are differentiated to meet their needs. The curriculum is adapted to suit the needs of each learner and a multisensory approach to teaching is promoted.

Our school staff is trained and a range of health and education specialists can be accessed from other schools in their Primary Consortia.

- All pupils are rigorously tracked in literacy and numeracy. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions will vary depending on the needs of the individual child or groups of children. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

SEND Policy updated Nov 2020 –please see school website

We have internal processes for monitoring quality of provision and assessment of need. These include book scrutiny, learning walks and data analysis.

Collaboration with children and their parents/carers

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



Action/Event	Who's involved	Frequency
Parents' Evenings	Class teachers and parents/carers	Termly
Phonics/reading/ number strategies to support their child's learning	Foundation Stage parent/carers and Ms O'Connor (EYFS Phase Leader)	3 Sessions
Phonic workshop	Year 1 parents and Mrs Clarke-phonics lead teacher)	Annual
Newsletters	Woolton Primary School and parents	Letters are sent home fortnightly
Website	Woolton Primary School and parents	24 hours
TAF/EHAT Meetings	SENDCo and Parents/Carers. When required external agencies are also invited	As required
Pupil Profile Reviews	Class Teacher/SENDCo, Parent/carer	Three times a year
Coffee Mornings/ Evenings	Class Teachers, Head teacher, Phase Leaders and parents/carers.	As and when required.
Twitter @wooltonprimary	Woolton Primary School and parents	24 hours
Emails	School admin and parents/carers	When required
Texting		
Phone calls		
High Needs Top-Up funding	SENDCo & parent/carer	As required

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our SEND team:

Mrs Blanch (Assistant Head) has over 20 years' experience of working with children with SEND and works closely with Mrs Eagleton who successfully completed the National Award for SENCO in 2015.

All Local Authority School Improvement briefings and transition meetings are attended, and information is fed back to school staff.

The SEND team regularly deliver consistency and coherence presentations to teaching and support staff in order to ensure high expectations and standards across the school.

Additional training has included:

ELSA Training

Sensory Awareness course

Whole school asthma training



In January 2021 all 1.1 support staff received individual training sessions delivered by KS1 and KS2 SENCOs tailored for the needs of their pupils

Language and communication course

Catch-up numeracy training

Think yourself great tutorial

Spelling and phonic strategies training

Socially Speaking training

Lego Therapy

Engaging and supporting school refusers

Wellcome training for KS1 and 2

Working with specialist OT,SALT and Specialist teachers from Together Trust

Members of KS1 staff have received Blank level and Bucket therapy training to help children with Speech and Language difficulties.

Staff deployment

Considerable thought, planning, and preparation goes into utilising our support staff, and the school provision map is updated termly to ensure children achieve the best outcomes, in order for them to gain independence and be prepared for the next stage of their lives.

Finance

We spend our SEND budget in the following ways:

- Support staff (additional to quality first provision)
- 1-1 support staff partly funded with Top Up Funding
- Commissioned outreach support-Educational Psychology Service and Seniss
- Resources to support learning e.g laptops, phonics, electronic dictionaries
- Additional teaching resources
- Training
- Sensory resources

A personalised approach benefits our children as it ensures the provision they received is tailored to their needs. The development of our SEND Team and providing additional time, has helped increase our communication with parents and outside agencies. This has meant timely and targeted intervention has taken place.

Our Learning Support Assistants and Support worker work with children and their families to improve their well-being and remove barriers that may impact their learning. Therapy and nurture is offered to pupils identified with specific needs.



School External Partnerships and Transition Plans

- You will be invited to look around the school and meet senior staff. Your child will also be invited to visit and stay for a short session before starting school.
- Nursery staff normally carry out home visits in the weeks leading up to your child's first day at school.
- We will contact any early years' settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and ask you to invite them to a Team Around the Child(or EHAT) meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- The KS2 SENDCo attends transition meetings with Secondary colleagues to discuss your child and hand over any background information regarding their individual needs.

Accessibility

Woolton Primary is an inclusive school and all reasonable adjustments are made to ensure that the school environment is as accessible as possible.

We have a Disability, Accessibility plan which is reviewed yearly in order to ensure that our school environment meets the needs of all children.

The school has a disabled parking bay in both car parks and easy access through double doors into the main reception. There are 2 disabled toilets.

We ensure that wherever possible equipment is available to children in order for them to access the curriculum eg writing ramps, radio aids, coloured overlays, use of ipads and PCs

Complaints

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the department SENDCo.

Reference should be made to the school's Complaints Policy which can be found via the website www.wooltonprimary.co.uk should further action be deemed necessary.

We aim to deal with any complaints at the earliest opportunity but within 20 working days.

Parents and carers are valued, and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents and carers are always welcome to discuss any matter relating to their child's progress.



What has worked well in 2021-2022

Key successes this year include:

- In 2021-2022, Key Staff were deployed into Year 6 and Year 2 to support learning and raise attainment. This had a positive impact on SEND children's progress and attainment.
- Effective interventions were successful across the school and close monitoring ensured progress of our SEND pupils
- Several successful applications for High Needs Funding
- Several successful applications for EHCPs
- Our Pastoral Team has delivered highly effective support programmes, removing barriers to learning and improving the mental health and well-being of children
- Regular pastoral meetings
- EHAT meetings
- Assess, Plan, Do, Review meetings
- Effectiveness of provision in narrowing the gap between pupils identified as SEND 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 SEND Support achieving their targets (Sept 2021-to date)
- proportion of pupils identified as SEND Support participating in extra- curricular activities
- proportion of pupils identified as SEND Support represented in specific groups e.g. School Council

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include planned lesson observations, learning walks and evaluation of data.

Action plans are written annually and monitored and evaluated regularly.

Our areas for development for 2021 to 2022 are:

- Focus on promoting good mental health
- Children to access PSHE activities
- Communicating effectively with parents by continuing to offer alternative points of contact including Zoom meetings/telephone consultations/Google classroom/Google meets/Skype and face to face meetings)



- Organise further staff development opportunities-with a focus on supporting needs and making the curriculum accessible for all
- Provide regular SEND updates for teaching and support staff.
- Maintaining high quality pupil profiles
- Provide support from ADHD foundation-(sessions in September 2021-April 2022)
- Lesson observations
- Learning walks with SEND governor
- Regular review meetings with the pastoral support team and close monitoring of the provision of nurture for our children with complex needs
- SEND Interventions to have positive impact on progress and attainment
- Monitoring of the tracking system of SEND children
- Continue to access high needs funding
- Ensure the progress of disadvantaged SEND pupils continues
- Evaluation of data
- Pupils and parent feedback
- Book scrutiny
- Further developing blended learning opportunities for pupils-ensuring they have access to laptops and paper based activities in the event that they have to work from home

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy 2021-22
- Accessibility Policy 2020-21
- SEND Code of Practice 2015
- SEN and Disability Act 2001
- SEN and Equality Act 2010
- Admissions Policy
- Local Offer-information on Early Help Directory

- **Legislative Acts taken into account when compiling this report include:**
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Overview of Woolton Primary SEND (May 2022)

<u>Year Group</u>	<u>Number of SEND Pupils</u>	<u>Number of SEND Boys</u>	<u>Number of SEND Girls</u>
6	10	5	5
5	13	8	5
4	13	7	6
3	14	13	1
2	12	8	4
1	11	9	2
EYFS	12	8	4

12.8% of pupils are currently on the SEND register

Updated May 2022