

# Mab Lane Primary School



## 'Only The Best'

### **SEND Information Report**

*Created by: Mab Lane Primary School*

*Reviewed: September 2022*

*To be revised: September 2023*

*Approved: R Reid*

# SEND Information Report

10.09.22

SENDCO: Vicki Rogers

SEND Governor: Chris O'Brien

Contact: 0151 259 4282

Dedicated SEND time: Two days per week

Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?record=6xB9sqpjR20>

## 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 of 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:** Teaching & Learning Policy)

**Assess:** When concerns arise at Mab Lane Primary School, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies), so we can develop an accurate picture of the pupils' needs, attainment, projected targets, motivators and how they respond to teaching approaches.

**Plan:** After gathering information a support plan will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are taken on board and used to support pupils' individual needs. Any actions agreed take in to account pupils' strengths as well as their learning differences. In some cases additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning. When putting in appropriate support as a school we are financially responsible for up to £6,000 of support we action for individual pupils.

**Do:** All class teachers are responsible for meeting the individual needs of children in their class. Some of these needs may be met through targeted interventions or in some cases one page profiles. One page profiles are working documents and show progress towards targets and if needed adjustments will be made to the profile to determine success. It is the class teacher's responsibility to manage the profile alongside the child and parents/carers. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the profile is not working, for whatever reason.

**Review:** All one page profiles are reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be taken into account. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored through half termly tracking. For children with more complex needs termly review meetings will be held with the class teacher, SENDCO and any external agencies.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6,000 threshold that is the school's responsibility. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

### **SEND Needs:**

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

1. Communication and interaction - Children who have difficulties in communication and interaction are identified early and targeted through interventions which begin in the Early Years. If there still continues to be a concern a referral is made to the Speech and Language Service. Mab Lane Primary also has a successful Speech and Language Resource Base.
2. Cognition and learning - Through regular tracking and analysis of data children are identified early if there are any concerns around cognition and learning. Children are then selected for relevant intervention programmes and if necessary a support plan will be put in place which is regularly updated and reviewed. Children who require further support can access Educational Psychologist Assessment and other outreach support if necessary. Advice and strategies can be sought through SENNIS. We are also able to provide support from ADHD foundation and Purple circle ASD consultancy.
3. Social, emotional and mental health - The whole school has a behaviour policy that is implemented consistently. This is in addition to SEAL and PSHE being taught throughout the school and weekly whole school assemblies. Children who need further support can access Seedlings for additional 1:1 support or support from Lisa Thomas, pastoral lead. Referrals can be made to CAMHS if necessary.

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

Children with sensory or physical needs have specific programmes set out by Occupational Therapists and Physiotherapists. Termly reviews take place of these children to ensure their physical and sensory needs are being met and to advise of any adaptations or changes that may need to be made to meet their individual needs.

(Reference: SEND Policy September 2022)

As of September 2022 we have 98 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis, monitoring of SEN files, monitoring of the books of those children with SEN, regular reviews and interventions that are carefully assessed and planned. Transition visits and meetings are also planned for and in place for children entering a new year group or key stage.

#### **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.

Action/Event	Who's involved	Frequency
Open evening	Parents/Teachers	Termly
EHAT reviews	All adults involved with the child	Every 12 weeks
Home visits	Early Years Staff	Children who are starting nursery
School Council	HLTA and School Council	Weekly
ASD Training	Parents	Termly

School also has an open door policy and teachers are available to speak to parents on a daily basis.

#### **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 ( <i>i.e. Masters, NVQ, Degree, HLTA</i> )
LTr	Child Protection, Safeguarding	NPQH, Degree
VR	SEND, Behaviour,	NPQSL, Degree, NASENCO
HS	Early Years, Science	Degree
NG	KS2, PE, Attachment	Degree, NPQML
JF	KS1, English, Phonics	Degree, SLE, NPQSL
KK	SEMH	Degree
LT	School Council/Pastoral	HLTA, NPQML
LT	Medical	HLTA

*Our SENCO attends the School Improvement SEN Briefing in March and November and training.*

## **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 ensure they are prepared for adulthood from the earliest possible age.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

*We believe this has benefited our children/young people and their families in the following ways:*

- Reducing the gap academically between children with SEND and their peers*
- Supporting our families to help meet their needs through parenting courses, links with the community and external agencies*
- Supporting children emotionally and socially to allow them to access the curriculum*
- Signposting families and referring children to the appropriate agencies*

## **School External Partnerships and Transition Plans**

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Our academic assessment for children and young people with special educational needs is moderated through our Consortia schools and neighbouring partners.

This year, we worked with our feeder partners to ensure transition between key stages was as smooth as possible and to ensure relevant details and information were passed on. Our approach involved TAC meetings, transition events and attending the *School Improvement Liverpool's Transition Event*.

## **Complaints**

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*Our complaints procedure is outlined in our Complaints Policy. A copy of which can be obtained from our school office.*

## **What has and has not worked this year**

Intervention programmes have had a positive impact on English and Maths this year. We were concerned that children who are taken out of class for intervention are missing some aspects of the curriculum. Therefore, this year intervention will be class based with LSAs supporting children with basic skills during their lessons throughout the day.

## **Further development**

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All strategies that are currently in place for children with SEND appear to be having a positive impact.

- Children with SEND making good progress

- Children with SEND to continue to be represented on school council
- Ensure all staff are trained and confident in using PIVATS

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

SEND Policy

Teaching and Learning Policy

Marking Policy

Equal Opportunities Policy

Confidentiality Policy

Behaviour and Discipline Policy

Charging and Remissions Policy

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

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

- **Date presented to/approved by Governing Board: Sept 22**

**– Leadership and Management Committee**

**– Full Governing Board**