

Special Educational Needs and Disability Information Report 2019-2020

Review Date: July 2020

SENCo: Mrs Harry

Mrs Harry is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6.

Learning Mentor: Mrs Revell

Mrs Revell is an experienced Learning Mentor who works with and supports children and families throughout the school. She provides support and guidance to children and young people to help them overcome social, emotional and behavioural problems that act as barriers to learning.

SEND Governor: Mrs Keegan

Our Designated School Governor, Mrs Paula Keegan works with the SENCo in managing SEND across the school.

Specialist Support Teacher: Mrs Johnson

Mrs Johnson is a Specialist Specific Learning Difficulties (SpLD) teacher who supports the SEND team every Wednesday. She helps to assess children and identify any specific areas of difficulty that are impeding a child's ability to learn and make progress and make recommendations that inform planning and provision.

Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate One Plans and ensure that families and pupils are fully involved in the process. They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.

Teaching Assistants

Teaching assistants support all pupils in class. We have many Teaching Assistants who help support groups and individual children with their learning.

Members of the SEN Team can be contacted via the school office on (0151) 477-8260 or stannes.school@knowsley.gov.uk

Contact

Email: stannes.school@knowsley.gov.uk

Telephone: (0151) 477-8260

Knowsley's Local Offer

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Our Approach

At St. Anne's we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential where Quality First Teaching is at the forefront of all our work and approaches.

All of our provision is based upon the Graduated Approach cycle:



ASSESS

In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment and additional SEN assessments that measure and identify progress. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly.

PLAN

A One Plan is a plan outlining the pupil's areas of difficulty, the intervention and support to be implemented and the expected progress; this is created and agreed in consultation with the teacher, SENCo, parents/carers and pupils. In addition to One Plans all pupils with SEN have a One Folder. The One Folder contains information specific to your child such as a one page profile (All About Me), your child's preferred learning style (visual, auditory or kinaesthetic), timetable of support, information on how to best support your child, spelling walls etc. All pupils on the register have One Plans with SMART child friendly targets.

S- Specific
M- Measurable
A- Attainable
R- Relevant
T- Time Bound

DO

The SENCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW

Reviews are carried out termly on an agreed date; in addition to this some children have an EHCP (Education, Health and Care Plan) and this is reviewed annually. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting information to be passed on will be shared; this may involve others being present at review meetings and the SENCo attending meetings offsite to support the transition process.

Initial Concerns & Identification

Many children will have additional needs at some point during their time at school that may be related to health, emotion, behaviour or learning. We aim to work with families to identify and address these needs through our school's inclusive practice. If you have any concerns it is important that you arrange to speak to your child's teacher as soon as possible. Similarly your child's class teacher will contact you if he / she has any concerns.

Ways of communicating with staff include:

- Speak to class teacher at the end of the school day
- Leave a message at the school office and a message will be passed the relevant member of staff
- Phone school (0151) 477-8260 outlining your concern and a message will be passed the relevant member of staff
- Email school stannes.school@knowsley.gov.uk outlining your concern and a message will be passed the relevant member of staff

Early Help

As part of our support for all children here at St. Anne's Catholic Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT) to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- The School Nurse who works closely with school and can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the Parent and School nurse and would be reviewed annually.
- A Speech and Language therapist who works with children in School and can offer advice as to whether your child would benefit from this support or assessment.
- An Educational Psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools.

To find services to help your child please refer to Knowsley's Local Offer.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

St. Anne's SEN Identification Process

We follow the There are many types of SEN support available at St. Anne's Primary School; it can range from 1:1 support to group intervention / support sessions.

Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision.

If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Process.

Concern Raised



Reasonable adjustments made where required

Review after one term



If progress has been made / desired outcomes met evaluate whether to maintain the reasonable adjustments

If progress has been made / desired outcomes have not been achieved move to **Class Action**

Review termly



If progress has been made / desired outcomes met evaluate whether the pupil requires further support at Class Action; if not implement any required reasonable adjustments and remove from Class Action

If progress has been made / desired outcomes have not been achieved in move to **SEN Support**

Pupils at this stage and beyond are included on the SEN Register and will have a One Plan and One Folder.

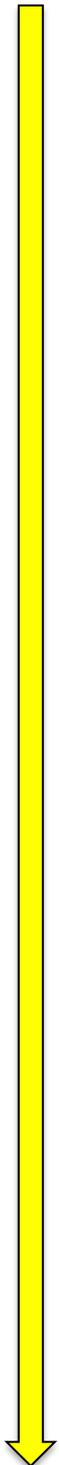
Review termly



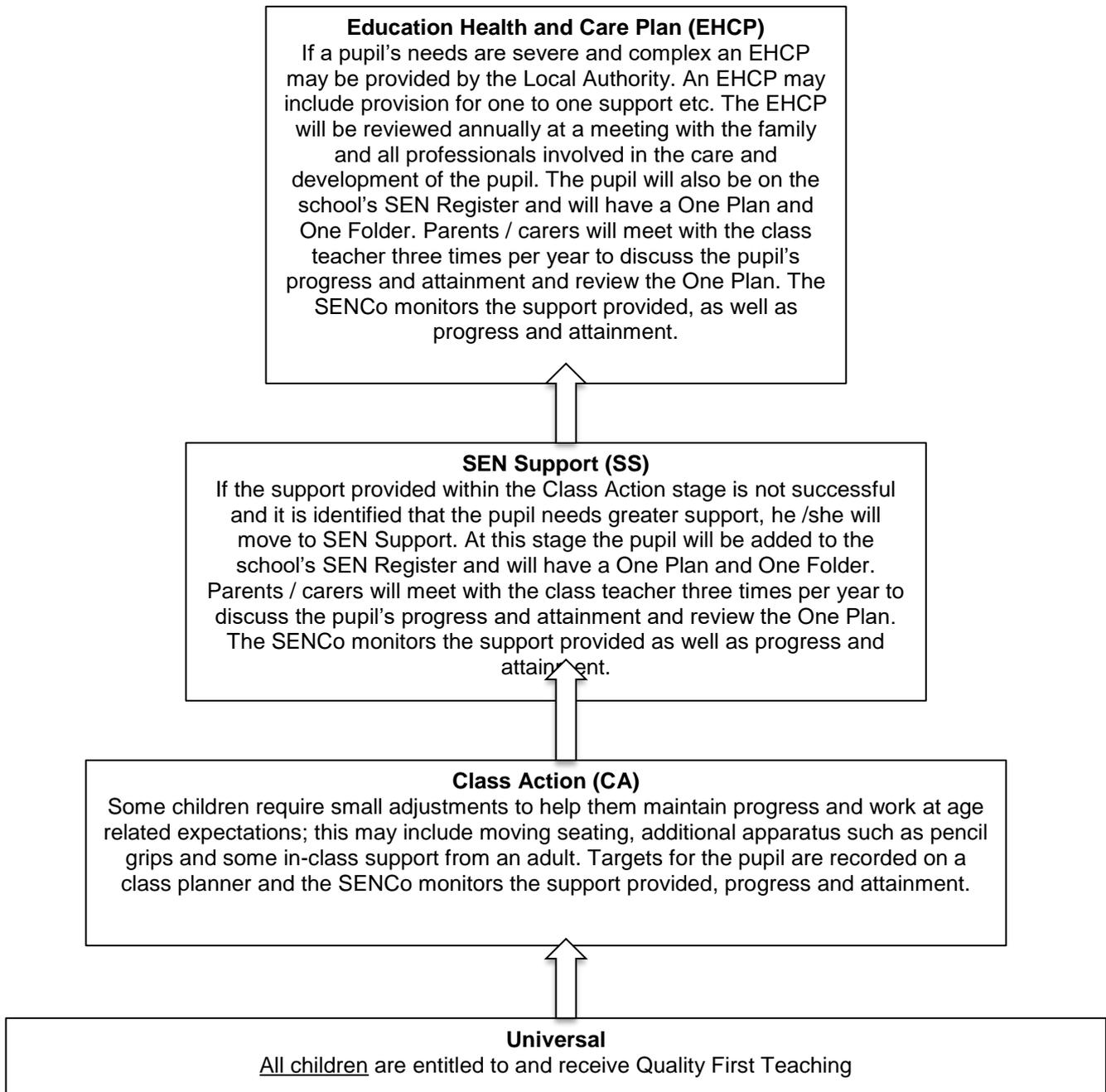
If progress has been made / desired outcomes met evaluate whether the pupil requires further support at SEN Support; if not move to Class Action and removed pupil's name from the SEN Register

If progress has been made / desired outcomes have not been achieved and the pupil has complex on-going needs consider whether an Education, Health and Care Plan application is required

FAST TRACK



Stages within the Graduated Approach Model



Support

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our school and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- some or all of the work in school
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At St. Anne's Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children's needs pupils on the SEN Register (the official list of children with Special Educational Needs in school) have a One Folder. The One Folder is designed to ensure that staff have the correct information and pupils can monitor their progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood.

Sometimes a child's needs are more complicated and require specialist support. At St. Anne's, we work in partnership with outside agencies including:

- SENSIS (Special Educational Needs Inclusion Support Service)
- SALT (Speech and Language Therapy)
- CAMHS (Child & Adolescent Mental Health Services)
- Health and Social Service
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Sensory Impairment Service
- ASC Advisory Teachers
- Inclusion Support Workers
- School Nurse
- Paediatricians

Areas of Need

At St. Anne's Primary we provide support for pupils across the four areas of need as identified in the SEN Code of Practice 2014:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and or physical needs

1. Communication and interaction

We have many speech and language interventions across all age groups in school. Our staff model good language, communication and interaction skills to our children. We will follow up on their advice and allocate time for these children to work on their given targets. Staff have had training on to help us meet the needs of those children with communication difficulties and we refer to Speech and Language Therapy when we require additional support. We also work alongside our school Speech and Language Therapist, Kate Blundell, to deliver personalised programmes of support within the setting. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, PECS and visual timetables. Staff are given the opportunity to attend networking sessions led by Speech Therapists and the ASC (Autistic Spectrum Condition) advisory teachers as this helps to share good practice. Our staff are trained to deliver LEGO therapy and to use strategies including social stories and comic strip conversations with children with social communication difficulties. We can also support children in the adaptation, application and use of alternative methods of communication that include PECS technology.

2. Cognition and Learning

We have a wide variety of intervention programmes that are used to support children in the development of phonics, reading, writing and maths. Some interventions are published schemes and others focus on targets set by class teachers that are similar to the learning in class. A lot of time and training is given to our staff who lead interventions to ensure that they are able to deliver high quality intervention sessions.

Examples of some of our interventions include:

- Rainbow Reading
- Read Write Inc. extra support
- Phonics catch-up
- Precision Teaching
- 1st Class Maths
- 2nd Class Maths
- Rapid Number Recall
- Literacy Booster
- Numeracy Booster
- Phonics after school clubs
- Numeracy after school clubs
- After school clubs developed to support individual / group needs
- Homework Clubs
- Adaptation / inclusion of additional resources (iPads etc.)
- Nessy Reading and Writing
- Nessy Maths
- Jungle Memory
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

3. Social, Emotional and Mental Health Difficulties

St. Anne's has a learning mentor (Mrs Revell) who works alongside children who have social, emotional and mental difficulties. The learning mentor has had training and uses a variety of resources and games to help our children talk about their feelings and wishes. Social stories are used with many of our children who have social difficulties.

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)

- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. At St. Anne's we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school can provide support for pupil's emotional, mental and social development in the following ways:

- All pupils identify a key adult that they feel comfortable with who can deliver support when required;
- Offering various pastoral intervention programmes such as LEGO therapy
- Mindfulness and Self-Esteem sessions
- Yoga sessions
- Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week
- Maintaining robust anti-bullying practices and ethos throughout school
- Maintaining a consistent and positive behaviour management approach throughout school
- Supporting parents and carers through the EHAT
- Providing a stimulating, nurturing and inspirational learning environment throughout school
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises
- Home / School Communication Book
- Dinner Time Games Club
- Social Stories
- Target Cards
- Assertive Mentoring
- Nurture Groups
- Relaxation Groups
- After school clubs developed to support individual / group needs
- Homework Clubs
- Peer Mentoring
- Play Buddies and Learning to Play Groups
- Social Skills Sessions
- Quiet Areas around school
- Children's University
- A referral to CAHMS for pupils with the highest level of need e.g. anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.
- Relax Kids

4. Sensory and/or Physical Needs

St. Anne's supports children with a range of physical and sensory needs. We work closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources.

Examples of interventions and support include:

- Physiotherapy Programmes
- Occupational Therapy Programmes
- Individual reward systems
- Individual Workstations
- Personalised timetables
- Visual timetables
- Individual task schedules
- Adapted resources (scissors, cutlery, lap weights, Chew Bangles...)
- Home / School Communication Book
- Dinner Time Games Club
- Sensory diets

- Sensory Circuits
- Socially Speaking Groups
- Individual support when required, including in class, during physical activity and for toileting
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

How you can support your child

Stay in regular contact with School – we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by School. Encourage your child at all times and let us know of all successes outside of School. Always talk to your child's class teacher if you have any concerns or worries about your child.

We endeavour to support families as much as possible and are always approachable, as we want parents feel involved in the education of their child. This is done in a variety of ways including:

- Target setting so parents can see what their child is working on next.
- Home/school communication books for some children to inform parents about the child's day.
- Curriculum overview published on our school website and sent home termly
- Home reading logs
- Information on the school website
- Parent / Teacher Progress Meetings
- Parents' views on One Plans and EHCPs and review meetings
- Meet the Teacher Evening
- Termly SENCo Open Evenings

If you feel we can support families in any other way please let us know.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school and termly and on-going assessments inform this data. Teachers meet with the Senior Leadership Team termly to discuss each child.

In addition to this children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- The number of letters/letter blends the child can read
- The number of letters/letter blends the child can spell
- The number of High Frequency Words the child can read (first 300 words)
- The number of High Frequency Words the child can spell (first 300 words)
- Reading Age
- Spelling Age
- Comprehension Age
- Maths Assertive Mentoring
- Achievement of SMART targets on the One Plans.
- Developmental Journal for Children and Young People with multiple needs
- Due to the fact that children's progress is not longer classified with levels, the way that we measure individual progress has been updated. In literacy, we track spelling age, reading age and comprehension age (refer to table below). Maths progress is measured by personalised One Plan targets and class teachers will share this information with parents / carers during One Plan review meetings.
- Average Monthly Gain Progress Overview

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If appropriate, when **starting at our school** we:

- Meet with the child and their parents to talk about their needs and answer any questions.
- Meet with staff at the child's previous school or setting.
- Read reports from people who have worked with your child.
- Arrange visits to our school so the child gets to see it before they start properly.
- Give any adults working with the child a one-page profile describing their needs to help support them in school.

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Based on needs, when **moving to a new year group** we:

- Introduce the child to their new teacher and teaching assistant individually.
- Talk to the child so we can answer any questions they may have about the new year group.
- Familiarise the child with the new classroom prior to transition day

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When **moving classes** in school:

- We timetable teacher planning meetings where information, One Plans and One Folders will be passed on to the new class teacher in advance of transition.
- We provide afternoon sessions where all children move to their new classrooms and meet their new teachers

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When moving to a **new school** we:

- Hold a person centred review with parents/carers and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.
- Talk to the child and their family so we can answer any questions they may have about the new school.