



# SEN Information Report

The Federation of St Cuthbert's & St Sebastian's

Autumn 2017



	St Cuthbert's	St Sebastian's
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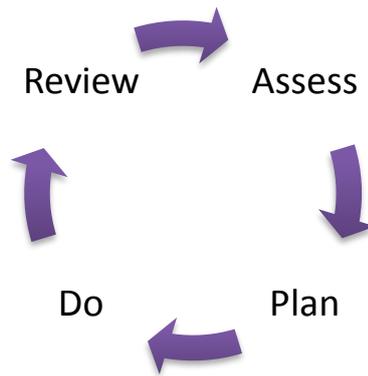
## Our Approach as a School

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At the Federation of St Cuthbert's and St Sebastian's we are fully committed to providing a primary educational setting which has a strong focus on high aspirations and improving outcomes for all pupils, with or without special educational needs and / or disabilities (SEND). Both schools are proactive in ensuring that all pupils have full access to our rich and exciting curriculum, in which high-quality teaching underpins all provision. The staff of the Federation recognise that learning extends far further than the daily, curriculum-based provision within the classroom. We take pride in offering an extensive range of extra-curricular activities and in planning for opportunities within the wider school community – all of which play a major role in ensuring that all pupils have opportunities to recognise, develop and make use of their individual talents and skills. With a real focus on nurturing positive self-esteem and developing life skills, such varied opportunities support pupils in developing independence, resilience and confidence – all of which are essential in preparing for adulthood.

Where any pupil has been identified as having a Special Educational Need or Disability (SEND), we recognise that the individual pupil requires educational provision which is additional to, or different from the provision normally available to pupils of the same age. All class teachers are responsible for meeting the needs of every child in their care, including those with special educational needs. In ensuring that ALL pupils access appropriate provision, they, along with support from other colleagues and professionals (e.g. SENCo, Educational Psychologist), regularly reflect on the progress of pupils and consider next steps.

Underpinning ALL of our SEN provision in school is **The Graduated Approach** Cycle, with the child remaining at the very centre, at all times:



A more detailed explanation of each stage of the process is outlined below:

**Assess:** Assessment of learning is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEN. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances).

When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's report). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.

**Plan:** Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Staff within both schools are trained in a variety of specialist areas and can readily access the expertise of colleagues from across the Federation, with the needs and best interests of the children at the centre of all planning.

At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCO and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it is often purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school

nurse) to regularly meet and plan collectively. This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs.

Any provision that is planned for the child is documented on Provision Maps and on Pupil Profiles (Key Stage 1 and Key Stage 2) / Play Plans (Foundation Stage). Such documents provide detailed and easily accessible information about the child so that all involved are able to ensure a consistency in approach. An example Pupil Profile can be seen below:

		<b>Pupil Profile:</b>			
		UPN: DOB: Class: Key Staff: SEN Action: SEN Support			
Category of Need: Cognition & Learning Communication & Interaction Social, Mental & Emotional Health Sensory / Physical	Support I respond well to: >	Support I have access to:	My Special Qualities & Aspirations:		
Without support I can find it difficult to:	Targets I'm working towards:	Important facts to know about me:			
Date Completed:		Completed by:		Review Date:	
Signed (Teacher):		Signed (Pupil):		Signed (Parent):	
<b>Updates / Review</b>					
Involvement (circle as appropriate):    Parent    Pupil    Teaching Staff    External Agencies _____					

**Do:** Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support and the needs of the child.

Throughout the 'DO' stage, in order to ensure consistency in approach, colleagues and parents / carers must work closely and liaise regularly. On occasions, parents / carers may be invited into the school to observe the support that is in place and the way in which it is delivered – allowing for this to be emulated at home if appropriate.

**Review:** Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and

provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?)

If the school feel that additional funding could further support a pupil, an application for 'Top-Up Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.

## **Pupil Voice**

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It is the child who remains at the centre of the approach outlined above – the provision is personalised to suit **them**, to meet **their** needs and to support **them** in achieving **their** aspirations. Therefore, it is essential that they have an input and voice. Their 'pupil voice' is vital to the process and this is obtained in way that is appropriate for them (e.g. discussions, questionnaires, choices).

## **Range of Special Educational Needs**

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When considering Special, Educational Needs, the four broad areas of need, as identified within the Code of Practice (2014) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The purpose of identification is to establish what action the school needs to take in order to provide appropriate support and personalised teaching to suit the individual needs of the learner - not to fit a pupil into a category. As a school we recognise that no two children are the same and needs within one of the 4 areas can vary significantly. As a school we review regularly the interventions, resources and training of staff in order to best meet the needs of all children with or without a SEND.

**1. Communication and Interaction** - for example where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively

and appropriately with others. To support this area of need, additional classroom resources and equipment may be used for example visual timetables, PECS (Picture Exchange Communication System) cards.

This is an area in which members of the Federation have gained, and continue to gain a great deal of insightful information and professional development on, as a result of the professional dialogues that are regularly had with specialist settings and professionals.

Specific staff from across the Federation of St Cuthbert's and St Sebastian's are trained to deliver the examples of interventions listed below which support this particular area of need:

<b>COMMUNICATION &amp; INTERACTION</b>	
<b>Intervention</b>	<b>Purpose</b>
Socially Speaking	Supporting social interaction, increase self-esteem, improve listening skills and expressive language abilities.
Philosophy for Children (P4C)	Nurturing discussions and appreciation of viewpoints / asking questions about the world around them.
Lego Therapy	Develop communication and problem-solving skills within small teams / groups.

External agencies / professionals who we may seek the advice and expertise from include:

- Abbot's Lea
- Speech and Language Therapy

**2. Cognition and Learning** - for example where children and young people learn at a slower speed than others of their own age despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Maths. This is an area in which an extensive range of interventions are well-established. Specific staff from across the Federation of St Cuthbert's and St Sebastian's are trained to deliver the examples of interventions listed below which support this particular area of need:

<b>COGNITION &amp; LEARNING</b>	
<b>Intervention</b>	<b>Purpose</b>
Successful Reading Partnership (S.R.P)	Supporting the development of independent reading strategies, problem solving & reading confidence.
Reading Recovery	Accelerate reading programme / skill building and concept of print between ages 5:9 and 6:3.
Precision Teaching (P.T)	Tailor made programme to develop basic skills of Maths / Literacy / develop fluency / retention of skills.
Nessy	Development of spelling strategies for pupils with tendencies of dyslexia /

	significant gaps in phonics.
ReadWrite A2Z	Focus on early development of reading and writing skills and concept of print.
1 <sup>st</sup> Class @ Number	Additional support for the Y1 and Y2 Maths curriculum.
Success @ Arithmetic	Provides support for pupils in consolidating the 4 operations and strategies for arithmetic – intended for 'boarder line' pupils.

As a school we continue to monitor the impact of such interventions on each individual pupil they are intended for. With high-quality teaching as an ongoing focus for all subjects and for all children, colleagues work closely together to constantly reflect on additional resources / styles of teaching that can be incorporated to everyday classroom practice. We actively seek additional training which may further support the Federation in this area and apply this if we feel there will be a positive impact on our pupils' learning.

External agencies / professionals who we may seek the advice and support from include:

- SENISS (Special Education Needs Inclusion Support Service)
- Childwall Abbey Outreach

**3. Social, Emotional and Mental Health Difficulties (SEMHD)** - for example where children may experience social and emotional difficulties which can manifest in different ways. This difficulty can present in varying ways – examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

This is an aspect of SEN in which both schools have noted an increase in need. As a result, a great deal of time, planning and staff training has been dedicated to supporting the needs of our pupils with SEMHD. Examples of some of the interventions currently in place to support this aspect of SEN are listed below.

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES	
Intervention	Purpose
Social Stories	Stories written to help pupils to further develop social understanding.
Think Yourself Great (TYG)	Helps children to make positive changes in their lives – benefiting their learning /self-esteem / relationships.
Rainbows	Support for children who have experienced some form of significant loss.

To further support pupils with SEMH needs, the Federation often seek the support and expertise from a number of agencies and professionals who have a specialism in this area. Strong links are established with the following:

- ADHD Foundation

- Clifford Holroyde Specialist SEN College
- The Seedlings Project (Psychotherapy)

**4. Sensory and/or Physical Needs** - where a child has a physical disability or sensory impairment the relevant support is planned for and provided, often through the provision of additional / adapted equipment or by adjustments to the school timetable. In such cases, the named School Nurse would be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service will attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training / awareness of specific conditions.

At times, a Health Care Plan may be written to support the physical / sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually.

## **Staffing**

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It is the needs of the children which lead decision making in the deployment of staff. All staff within the Federation recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning and at times, staffing can be necessary if it believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between sites / classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Additional members of staff may be employed and timetables of staff are tailored to suit the needs of children not only during class-based work but during lunchtimes and throughout the extended school day.

## **Transition**

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It is essential that a consistency in approach is established and maintained in order to best support the needs of all of our pupils. This is particularly important when a pupil is due to experience some form of change (e.g. moving from Foundation Stage to Year 1 / moving from Year 6 to secondary school). It is appreciated that with such change, a degree of anxiety and uncertainty is often experienced. Therefore, staff plan and implement robust transition arrangements so that the change is as subtle as possible for the specific pupil. During the transition stage, with an involvement and input sought from the parents / carers and pupil who is at the core of all arrangements, Pupil Profiles are often shared and actions agreed.

**Legislation taken into account when compiling this report include:**

- SEND Code of Practice: 0-25 Years 2014
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005