

SEND Information Report

September 2019

SENCO: Mr D Swanston (QTVI)

SEN Governor:

Contact: Dr J Patterson, Principal

Dedicated SEND time: Senco (1 hour pw) + ongoing for all staff across whole school

The report can be read in conjunction with our SIP

Our Approach as a School:

High quality 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 and young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality of 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 additional educational needs. **(Reference: Curriculum Monitoring and Evaluation Policy 2019)**

Assess: Teachers/LSAs: Classroom Monitor targets/NARA for reading attainment/public examinations and accreditation

Plan: Teachers: based on NC/assessment data from Classroom Monitor/targets and previous teacher assessments

Do: Teachers/LSAs: deliver lessons/enrichment/project-based learning

Review: Teachers/LSAs: ongoing teacher assessment and formal assessment /marking/ homework

Having consulted with children, young people and their parents and reflecting Annual Reviews with Local Authorities, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to our pupils, and hold both our internal and external providers and ourselves to account.

SEND Needs:

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

1. *Sensory and/or physical needs All pupils have a statement for Visual Impairment. They may also have Additional Sensory or Physical Needs - for example, children with hearing impairments or a physical need that means they must have additional ongoing support and equipment.*
2. *Communication and interaction for example, where children 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.*
3. *Cognition and learning for example, children who learn at a slower pace than others their age, have difficulty in 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 Numeracy.*
4. *Social, emotional and mental health for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.*

Some children may have SEND that covers more than one of these areas.

(Reference: SEN Policy 2019)

- *Pupils are taught in small classes with individual sessions integrated into their timetables. This allows for provision of value-added support, for example mobility, therapies, Braille or independence skills.*
 - *Additional educational needs are evaluated regularly and any changes to provision are made as necessary according to individual pupil need.*
 - *This information is also reported annually to governors and SEND Information Report is now posted on the school website.*
 - *In September 2019, 100% of pupils have an Education Health Care Plan*
1. *All staff in the school receives training to meet the needs of all the children attending the school. This may include training on specific intervention programmes or training in specific aspects of SEND. The training provided responds to the needs of the children and staff at any given time.*
 2. *School staff are trained in a variety of specialist areas and can access the expertise of teachers and professionals.*
 3. *Services provided within the school are:*
 - *Educational psychologist*
 - *Physiotherapy & Rebound Therapy*
 - *Speech & Language Therapy*
 - *Functional Vision Assessment (FVA)*

- *Music Therapist*
- *Mobility Officers*
- *Access Technology.*

4. The Senco can attend LA meetings to keep up-to-date with any legislative changes in SEND.

5. Through Annual Review, and with parental consent, pupils may be referred to other specialist services including CAMHS (Child and Adolescent Mental Health Service)

6. If there are concerns around attendance and punctuality, the Family Liaison Officer will liaise with parents and, where necessary, school may seek advice from the LA Education Welfare Officer (EWO)

We have internal processes for monitoring quality of provision and assessment of need.

These include, for example, learning walks, data analysis, Annual Reviews, monitoring cards and reports, INSET, regular medical and therapy updates, pupil focus meetings & aspiration targets.

Co-producing with children, young people and their parents

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

| Action/Event | Who's involved | Frequency |
|---|---|-----------------|
| <i>Annual Reviews/Monitoring cards and Parents' evening/end-of-year reports</i> | <i>Pupils, parents/carers, all staff involved with the pupil, LA (as applicable)</i> | <i>Annually</i> |
| <i>Pen Portraits and Aspirational Ladder</i> | <i>Pupils, form staff, residential care staff, parents</i> | <i>Ongoing</i> |
| <i>Contact with Family Liaison Officer</i> | <i>Pupil/FLO/Parents/all staff</i> | <i>Ongoing</i> |
| <i>Home/School Journals</i> | <i>Each pupil has a journal through which staff and parents can communicate as required</i> | <i>Ongoing</i> |

Staff development and Qualifications We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

This year, we have put in additional training for one further QTVI. Four LSAs and two Residential Care staff are training to be Mobility Officers through Edge Hill University.

Whole school INSET on various SEND issues including H&S/Medications/Positive Handling/ASD (see CPD records for further information). SENCO can attend Liverpool School Improvement SEND Briefings. Staff can attend national meetings and training in aspects of VI and other SEND as applicable.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff (LSA) to ensure children achieve the best outcomes; including for pupils to gain independence and to be prepared for adulthood from the earliest possible age.

The LSA team are managed by the Learning Support Manager in liaison with the Principal, Deputy, Senco and Pastoral Care Manager. Each year group has an attached LSA to support pupils across their curriculum. The LSAs provide consistency throughout the day, supporting pupils' learning and independence and social skills. At times, some teaching groups may also have the support of an additional LSA. We have specialised learning support staff in PE, French, Swimming and IT. All LSAs are proficient at Braille and specialised resource production. They work alongside residential care staff during break and lunchtimes. Our LSAs have a variety of qualifications for their role.

Finance

As a Specialist School and all pupils having an EHC Plan our notional SEND Budget this year is our total expenditure, proportionately allocated through the Learning & Environment budget, to these areas:

- *Educational and other Support staff*
- *Commissioned external services*
- *Additional teaching resources*
- *Access Technology*
- *Training*
- *Plus any other expense*

Extending our school approach, we commission projects and additional curriculum areas, 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

School External Partnerships and Transition Plans

Our academic assessment for children and young people with additional educational needs is moderated through our network partnership of schools and other partners.

As a non-maintained specialist school we do not work with specific feeder schools. Pupils come to us through their Local Authorities (currently 15 LAs)

Complaints

Any complaints should first be raised with the Senco (via the Family Liaison Officer as applicable) as well as with the Principal/Deputy Principal, and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEND (any of the following may apply):

- *All SEND complaints must follow the school's formal complaints procedure.*
- *The SEND Governor is consulted.*
- *External advice may be sought, including the pupil's LA.*
- *Key legislation regarding the matter is identified.*
- *Good levels of communication with the parents/carers are maintained throughout the process.*
- *Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership.*
- *Key issues are identified including where there is agreement*
- *Discussions should take place with the Principal.*
- *Reports provided by outside agencies should be considered.*
- *Assessment data may be reviewed examining what progress the pupil has made.*
- *Behaviour logs will include strategies which are shared with parents/carers and all relevant staff.*

This year we have had 0 complaints.

What has and has not worked this year (2018/19)

For our school these have included

- *effectiveness of a needs-led curriculum timetable enabled pupils to achieve against their own aspirational targets*
 - *capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting*
 - *from a total of four leavers, two pupil has progressed to FE in a mainstream setting and one pupil has moved to supported learning within their home environment*
 - *All pupils have the opportunity to participate in extra- curricular activities, for example: DofE Award Scheme, Scouts, Duke of York, the John Muir Award and various local and national sporting activities*
 - *100% of pupils have the opportunity to be represented in School Council. Two pupils have attended Liverpool Schools Parliament. One pupil is currently Junior Lord Mayor.*
 - *GCSE results were not as high as expected and pupils will have the opportunity to re-sit the exams in 2020. This is being addressed through additional teaching time.*
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Further development

Our strategic plans for developing and enhancing existing SEND provision in our school next year include

- *All staff are supporting enrichment & extended curriculum opportunities presented by Project-Based Learning as part of a selected focused theme within the enrichment curriculum*
- *Continued planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development*

Relevant school policies underpinning this SEN Information Report include:

*SEN Policy
 Staff Handbook
 Communication Policy
 Governor Monitoring Policy
 Annual Review Policy
 Safeguarding Policy
 Attendance Policy
 Child Protection Policy
 Code of Conduct
 Intimate Care Policy
 Working with parents and carers policy
 Equal Opportunities Policy
 Curriculum Monitoring and Evaluation Policy
 Admission, placements and visits protocol
 Leaving School
 Staff Policy
 Staff Development Policy
 Charging and Remissions Policy
 Display Policy
 Health Promotion Policy
 Dealing with Sexuality and Personal Relationships
 Code of Conduct, Discipline, Rewards and Sanctions Policy
 Pastoral Care Policy
 Pastoral Care Routine
 Pastoral Care Statement
 Health and Safety Policy*

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education 2019

To be presented to/approved by Governing Body (May 20):