



SEN Information Report

September 2014 -15

Welcome to our SEN Information Report. All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually.

At Anfield Road Primary School, we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/ carers, governors and members of staff. You can find our school local offer here on our website.

If you have specific questions about the Liverpool Local Offer please look at:

<http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

SENCO:

Mrs C Turner (Nursery and Lower School)

Mrs K Evans (Middle and Upper School)

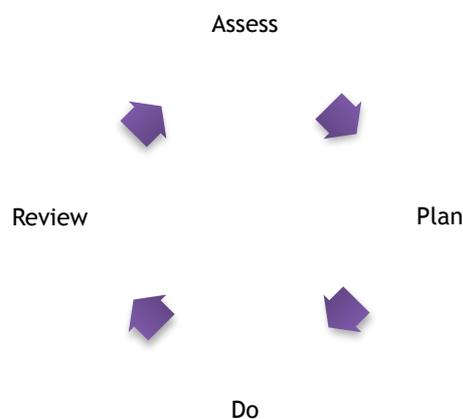
SEN Governor:

Contact: 0151 263 1541

Our Approach as a 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: Children are regularly assessed by class teachers. Pupil progress meetings inform planning for interventions and support.

Phonic screening results enable staff to flag up children for whom further investigations may be required. This takes the place of screening in Y2 and Y3 by SENCo and Mr Critchley (Educational Psychologist). Following screening teachers meet with SENCo and EP and identify pupils in need of SEN support.

Plan: Once identified children are placed on SEN register, class teachers meet with parents and pupils to produce an IEP/Intervention.

Do: Pupils work on their individual targets (as outlined on their IEP) and are included in appropriate intervention groups. For some children school will look for outside agency specialist support. Some children may also be supported 1 to 1 by a teaching assistant. PIVAT'S are used to track progress made.

Review: Progress is reviewed at least once a term and new targets are set if required. If progress is not made a referral to outside agencies may be undertaken by SENCo in consultation with class teacher and parents.

Having consulted with children, young people and their parents, 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 your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

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

1. Communication and interaction
 - Social skills groups
 - Friendship formula
 - Liverbirds Nurture Class
 - SALT resources and programs

2. Cognition and learning
 - Read Write Inc - One to one
 - Fresh Start
 - Numbers Count
 - First Class @arithmetic
 - First Class @number
 - Access to the Hub Unit
 - Outreach support from Bank View
 - EAL support program
 - IEPs
 - Success @ Arithmetic
 - Every Child Counts

3. Social, emotional and mental health
 - Massage Therapy
 - Art Therapy
 - Drawing and Talking
 - Liverbirds Nurture Class
 - IBPs
 - Outreach support and therapeutic intervention from Clifford Holroyde.
 - Access and referrals to CAMHs
 - Access to Youth Offending Service
 - Family Support Service
 - Access to Mentors - Action for Children
 - Care for Animals
 - Gardening

4. Sensory and/or physical needs
 - Many staff trained in sign a long.
 - Specialist equipment - writing slope, special pens.

As of June 2015, we have 56 children or young people receiving some form of SEN Support.

Children are also supported at an EHAT level and school organise TAC meetings

We have internal processes for monitoring quality of provision and assessment of need. These include pupil progress meetings, regular teacher

assessments, SENCo assessments, Learning walks, monitoring of plans, drop-ins on interventions, external validation.

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
Parents Evening	Parents, Class teachers	3 times a year
IEPs	Class teacher, parents, pupil, SENCo	3 times a year
IBPs	Pupil, teacher, Behaviour Manager, SENCo, Parents	As required
Nurture Coffee mornings	Nurture staff	3 times a year

Staff development and Qualifications

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.
CT	SEN	
KE	SEN	BA(Hons) PGCE DASE (Sen)
KE CH KE AH	Nurture	3 day Nurture training.
CD & WB	Incredible Years Training	
CD, AH, LT	Bereavement Training	

This year, we have put in additional training into phonic, Literacy and Numeracy. We have also had staff training on safe guarding and an update on the new code of practice. Six members of staff attended an ASD awareness course. Our SENCOs also attend the School Improvement SEN Briefing in March and November and consortia meetings.

Staff deployment

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 are prepared for adulthood from the earliest possible age.

All our Teachers and TAs are trained to deliver Read write Inc phonics program and Literacy program. Two teachers currently take the lead on Numbers count, Numbers Counts 2, First Class@arithmetic and First Class at Number and have trained 3 TAs to deliver the program.

School also supports EAL & children and families with expertise and resources funded by school. TAs are following programmes set.

School meet each term to review provision and update the provision map accordingly and to suit current needs.

Finance

Our SEN expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £50,120.87
- Commissioned external services = £1000 (SENNIS)
- Additional teaching resources = BPVS £140, Salford Reading Test £45
- Nurture Class - Key Stage 1 and 2 =£72,487.56
- Training - SENCos worked with Martin Haskayne ,SEND conference £165,ASD course (X6 staf) -£105.00

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:

- Quality first teaching.
- High quality provision.
- High quality resources.
- High quality individual support.
- High child to adult ration for Interventions

School External Partnerships and Transition Plans

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

This year, we worked with our feeder partners to welcome a number of children and young people with special educational needs or disabilities and we supported 20 children and young people transition to the next phase in education.

Our approach involved

- We will contact any early years settings, or other schools you child has attended to gather information about their needs.
- If your child has additional needs, we will contact any specialist services that support your child and ask you to invite them to a “Team Around the Child” (TAC) 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.
- Where appropriate, we may develop a transition plan in partnership with you, your child and staff to ensure your child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information for you to share with your child to help them settle quickly.
- When your child moves school, the SENCo will ensure all relevant information is passed on and will meet with the SENCo of the new school in the summer term to discuss your child’s needs
- SENCO attends school improvement Liverpool’s Transition Event in July each year.

Complaints

Please refer to schools Complaints Policy.

This year we have no complaints that were dealt with following our schools policies and procedures.

What has and has not worked this year:

What has worked well:

- effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting.
- Staff recently (May 8th) had training on a new system to access, plan ,do and review for pupils with SEN.
- Pupils and parents are regularly involved in individual education plans
- School obtained specialist provision for 1 statemented pupil and 1 pupil identified as SEN support.
- School have made applications for 5 EHCs - 2 have been successful and are going to assessment.
- 2 pupils are currently supported in assessment centres.
- 4 pupils have had a detailed assessment by SENNIS.
- 4 LAC pupils have received 1 to 1 tutoring.
- School was able to secure centrally funded 1 to 1 support for one pupil.
- School has received top up funding for 2 pupils.
- Nurture class for Key Stage 1 and 2 continues to offer high levels of support for children identified though Boxall questionnaire - 4 children have been reintegrated back to class,2 children transferred to secondary school and reports suggested they settled in well. Staff continue to work with Educational Psychologist each term.
- Tracking and attainment of pupils at School support.
- 38 % of pupils with SEN support access extracurricular activities.

To Develop:

- PIVATs used to track all pupils at SEN support.
- Assess/plan/do/review planning for pupils with SEN.
- Assessments and tracking of pupils at SEN support.
- Recording of specific targets for pupils at SEN support.

We intend to address this through :

- Exploring other assessments - Currently looking at BPVS and Salford reading test.
- Changing the planning format of children at school support that currently have an Individual Education Plan. A staff meeting took place in May.
- SENCo's and all staff working with Martin Haskayne.
- School is looking to purchase new version of PIVATs in September.
- Tracking systems specific to pupils with Sen - SENCo working with DH to develop a robust system to track progress.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include ...

Learning walks

Monitoring of IEPs

Regular pupil progress meetings of children with additional needs.

Support Martin Haskayne (SEN advisor) to improve and develop identification of children and find appropriate resources to meet their needs.

Attendance at all briefings and appropriate courses.

Who Can I contact if I need further information?

The school Special Needs Coordinators (SENCo) are Mrs K Evans and Mrs C Turner who can be contacted via the school office on 0151 263 6418 or via email: anfieldi-ao@anfield-inf.liverpool.sch.uk.

The associate SEN governor is Cllr Adele Dowling

Other useful contacts:

Parent Partnership- for confidential and impartial advice and support for parents of children with SEND (0151 225 4947)

Contact a Family- a charity providing support and advice to families of children diagnosed with serious disabilities or rare syndromes
www.cafamily.org.uk aff meetings, staff briefings, parents meetings, individual meetings with parents and children at CAF and EHAT reviews, Governors Meeting.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: