



SEN Information Report 2016/2017

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: Jayne Barlow (newly appointed Jan 2017)

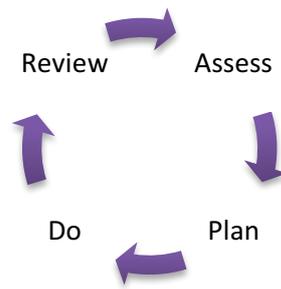
Contact: -0151 263 1541

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.

We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school, prior to starting, so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately.

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.

Plan: Once identified, class teachers meet with parents and pupils to produce an Assess/Plan/Do/Review/Intervention plan.

Do: *Pupils work on their individual targets (as outlined on their Assess/Plan/Do Review) and are included in appropriate intervention groups. For some children school will look for outside agency specialist support. PIVAT'S are used to track progress made. Children will be placed on Additional Needs register as monitor or SEN support.*

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. School may also make an application for top up funding from the Local Authority.

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 additional needs 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
 - Talk

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
 - Assess/Plan/Do/Review
 - 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.
 - Brighter Horizons Counselling Service (1 afternoon a week)
 - 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 2016, we have 59 children or young people receiving some form of SEN Support and 2 children with an EHCP.

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	2 times a year
Assess/Plan/Do/review	Class teacher, parents, pupil, SENCo	3 times a year
IBPs	Pupil, teacher, Behaviour Manager, SENCo, Parents	As required
Nurture Class Coffee mornings/Afternoons	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 and Attachment	3 day Nurture training.
CD & WB	Incredible Years Training	
CD, AH, LT	Bereavement Training	
CH	Councillor in bereavement	

This year, we have put in additional training into phonic, English and Maths. We have also had staff training on safe guarding. Our SENCOs also attend the School Improvement SEN Briefing in March and November consortia meetings. As part of consortia meetings SENCo had training on new PIVATs. Staff have also attended workshops on raising awareness of ASD and Mindfulness. Pastoral support staff have worked with CAMHs and covered anxiety, sleeping and fussy eating. SENCO's have also attended the NASEN North conference in Leeds and attended seminars as well as looking at updated resources. Nursery Staff have started a sign along course..

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 notional SEN Budget this year was **£141,519.91** and the expenditure breakdown of that income is as follows: Budget Year April16 – March 17

- *Support staff (additional to quality first provision) = £25,450*
- *Commissioned external services = £1000 (SENNIS)*
- *Additional teaching resources = £850.00 Dyslexia Portfolio*
- *Nurture Class – Key Stage 1 and 2 =£830 staff costs £73,000*
- *Training – SENCos SEN Nasen North £75, £3600 (to include SENCO qualification)*
- *School received £26834.91 in Top up Funding.*
- *Counselling Service: £4,080*
- *Action For Children £ 3900.00 (6 children)*
- *Educational Phycologist £900*
- *Dyslexia Assessments £1,000*

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 additional 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 a number of 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.
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