Childwall Valley Primary

Reviewed and Updated: September 2021

Next Review: September 2022

**Childwall Valley Primary School**

**SEND Information Report 2021**

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This published information is updated annually.

All governing bodies of maintained schools and maintained nursery school and the proprietors of academy schools have a legal

duty to publish information on their website about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND. (Special Educational Needs and Disabilities, Clause 65 of the new SEND Act)

At Childwall Valley Primary School we recognise that children come to school with a variety of needs. Each child has the right to have those needs recognised and met. By recognising those needs and differentiating our provision and the effective pedagogy from our teachers gives all children access to the National Curriculum and Development Matters.

We are committed to working with all outside agencies and the wider community. Our Local Offer has been produced with pupils, parents/carers, governors and members of staff.

At a glance overview:

20% SEND (44 children) 44/216 children 52% SEND register are PP

4.6% Cognition and Learning 47.7% Communication and Interaction

30% SEMH 18.2% Physical and Sensory

Educational Health Care Plans (EHC plans)= 5 children

**SENCO**: Mrs Hoos and Mrs Merrison **SEND Governor: Louise Edwards**

**Contact:** [enquiries@childwallvalley.org](mailto:enquiries@childwallvalley.org) Dedicated **SEN time**: Thursday PM

**Local Offer Contribution**: <https://primarysite-prod-sorted.s3.amazonaws.com/childwall-valley-primary-school/UploadedDocument/5b83ce3b82e6443fa71cd463e0a47ff1/local_offer_complete.pdf>

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 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.

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:

Assess

Plan

Do

Review

All teachers are responsible for every child in their care, including those with special educational needs.

**A four-part cycle is followed to support children with SEND in our school**

**Assess:** In identifying a child with SEND at the earliest possible opportunity, the class teacher in co- ordination with the SENCO, will identify and audit the needs of the child. When assessing a child, school completes an analysis of the pupil’s needs which draws on the teacher’s assessments and experiences of the pupil, their previous progress and attainment. The pupil’s own views are sought alongside those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to, recorded and acted upon and responded to. Assessments are reviewed every half term.

**Plan:**   
Where it is appropriate to provide children with SEND support, the SENCO, Class Teacher, Parents/Carers and Pupils will agree on adjustments to or intervention to be provided. Expected impact will be established along with a review date. This information will be recorded in a personal support plan (PSP) and all teaching and support staff working with the child will be aware of the plan. These PSP plans will be reviewed as often as required but at least three times per year.

**Do:** The SENCO supports the class teacher by advising appropriate reasonable adjustments and advising on the effective implementation of support and in future or specific external assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants and specialist staff involved, to plan, assess, do and review the impact of support and how they can be linked to classroom teaching.

**Review:** Reviews are carried out on the agreed date and impact of interventions is discussed and next steps identified. Children who have an EHCP (Education, Health and Care Plan) have regular reviews and updates in house and in partnership with the local authority school they are reviewed annually. These reviews are arranged at school and are part of the SENCOs role. Our meetings are child-centred reviews, which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. 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. When transitioning to another setting information passed on is shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Having consulted with children 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 and hold both our internal/external providers and ourselves to account.

**What kinds of Special Educational Needs and Disabilities do we provide for at CVP?**

Childwall Valley Primary School provides and meets the needs of children who have a range of SEND. Children’s SEN is generally thought of in the following four broad areas of need and support. Outlined below are the areas of need and examples of support available within school.

|  |  |
| --- | --- |
| **Area of need:** | **Examples of Provision** |
| **Communication and Interaction** - Children with communication and Interaction difficulties may find it problematic to make sense of language and have difficulties with their expressive language for example expressing their needs and wants.  Children with this type of need may find the receptive language difficult for example following instructions or understanding what is being asked of them.  They may take longer to respond to questions and have difficulties making friends and understanding friendships.   * Speech, Language and communication difficulties * ASC | Time to Talk/ Socially Speaking  Lego Therapy  Social Stories  Small group support  Language Link  Speech recognition on iPads  Stoke speaks out  Oracy Project  **Outside agency support;**  SALT (Speech and Language Therapy)  SENISS  Educational Psychologist.  ADHD foundation |
| **Cognition and Learning –** Children may learn at a slower pace than others their age, they may find it difficult to process and understand information that has been taught and have problems with memory and organisation.   * Moderate Learning Difficulties (MLD) * Severe Learning Difficulties (SLD) * Profound Multiple Learning Difficulties (PMLD) * Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia. | All class teachers provide high quality teaching offering;   * Differentiation * Multi Sensory Learning approach * Resources to support learning   Intervention;   * Precision Teaching * Nessy * Read Write Inc * Phonics Intervention * 1st class at Number * Success for Arithmetic * Rapid Reading * Memory Fix   Outside Agency support;   * Educational Psychologist * SENISS |
| **Social Emotional and Mental Health Difficulties**- This can be shown in a variety of ways. Ways in which could affect children learning include; eating disorders, challenging behaviours, becoming withdrawn, anxiousness, and difficulties in making relationships, depression.   * Anxiety * Depression * Self-Harming * Substance Misuse * Eating Disorders * Physical symptoms which are medically unexplained * Attention Deficit Hyperactivity Disorder (ADHD) * Attention Deficit Disorder (ADD) * Attachment Disorder (AD) | Whole school Approach   * Follow consistently ROAR behaviour approach * Daily check in systems to ensure children feel safe and secure and ready to learn * Helping to develop self-esteem and well-being through the curriculum and conducting themed events * Phased approach to mental health * Targeted self esteem support * Supporting parents and carers through EHAT * Employing a School Family Link Worker to support children and their families.   Specific Interventions and Outside Agency Support   * Social Speaking groups * LEGO Therapy * YPAS- Seedlings Project * Brighter Horizons Counselling * Trailblazers * Emotion Coaching * 1:1 sessions from ADHD Foundation * Bucket Therapy * CAHMS * School Family Support Service |
| **Sensory and/or Physical Needs-** Children with disabilities, hearing, sight problems that could affect their learning. These children may need extra support or equipment in order to access all the opportunities. All staff are trained in Sensory Processing Difficulties and Sensory diets are implemented throughout the day. We have a Sensory room where sensory diets can be fulfilled as well as resources within each classroom depending on current need. The school building is wheelchair accessible.   * Visual Impairment (VI) * Hearing Impairment (HI) * Multi-Sensory Impairment (MSI) * Physical Disability (PD) | Specific intervention to support:   * Sensory circuits * Sensory boxes * Sensory equipment in classes * Penpals   Examples of provision/ adaptions to support   * Pencil grips * Larger iPads * Larger text * Ear Defenders * Visual aids and coloured overlays   Outside Agencies  Alder Hey Physiotherapy  Occupational Therapy |

**How we assess and review the progress of children with SEND:**

We have internal processes for monitoring quality of provision and assessment of need. These include assessments in all areas of learning and particular rigorously tracking in English and Mathematics. We pride ourselves in early identification and intervention in our school.

Some children may require small group or individual intervention in class accessing catch up programmes or provision such as, larger texts or visual aids, which would be monitored by the class teacher.

If a child needs a more personalised approach to address their needs this would be discussed with parents with our school SENCo and class teacher. An Assess Plan Do Review cycle would be implemented by the class teacher, parents and the SENCo with next steps and provision identified. This will be recorded on a pupil support plan. Review meetings take place termly (or sooner if needed) to discuss progress, activities, intervention and provision that will inform their next steps.

If a child doesn’t make progress despite the high quality teaching and the above, the school SENCo will discuss external specialist agencies with parents. We would complete necessary forms with parents and give as much information as is needed.

It is the responsibility of the class teacher, SENCo, subject leader to ensure all pupils are making progress and the class teacher monitors this continuously.

SEND progress data is monitored and scrutinised every half term by the SENCo. If progress were not being made meetings would be held with SENCo and the class teacher to review children’s progress.

The child’s class teacher and Deputy Head teacher monitor interventions.

If your child is new to our school then progress will be discussed with the previous school or nursery.

**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** |
| Pupil Support Plans | Parents/carers  Pupils  Class Teacher | Termly - at least |
| Meetings after assessment visits i.e. from Educational Psychologist, Speech and Language Therapist (SALT), Seedlings | Parents/carers  Pupils (when appropriate)  Class Teacher  Mrs Merrison (SENCo)  Mrs Hoos (SENCo) | When required either by parent or school. |
| EHCP Review | Parents/carers  Pupils  Class Teacher  Outreach providers  Mrs Hoos (SENCo)  Mrs Merrison(SENCo) | Annually |
| TAF/EHAT (Team around the family) meetings | Parents/carers  Pupils  Outreach providers  Staff | Reviewed every 3 months or sooner if necessary. |
| Parent Meetings | Parents/carers  Class Teacher | Termly |
| Newsletters and SEND leaflets and information | All staff  SENDCOs | As and when needed |
| SEND coffee mornings | Parents  SENCOs  Outside agencies | Termly at least |
| Website, social media, updates, latest news | All staff | 24 hours |
| EYFS Stay and Play/Transition meetings | EYFS leader/SENCo  Teachers  Parents/Carers  Pupils  Other nurseries | Summer Term  Autumn Term |
| Further Transition meetings | Children/classes  SENCo  Teachers  Year 6 | Summer Term |
| Parent Questionnaires to capture views and opinions to implement into SDP. | Produced by SLT  Parents/carers | Annually |
| Provision of Translator to attend meetings, parents evenings for EAL families | SENCo arranges with class teacher and Parents/carers | When needed |

**Staff development and Qualifications-**

|  |  |
| --- | --- |
| Person | Level of Qualification/ CPD |
| J Hoos | National SENCO Award  ROAR SEND Training  ROAR training  Bereavement in Children training  Attachment and Trauma Training |
| L. Merrison | ROAR SEND Training  Trained ROAR practitioner  Bereavement in Children training  Attachment and Trauma Training |
| K. Lynch | Attachment and Trauma Training  ROAR training |
| A. Davis | Attachment and Trauma Training  ROAR training |
| C. Daniels | ROAR training |
| N. Rawstorne | Trained ROAR practitioner  Attachment and Trauma Training |
| S. Vincent | ROAR training |
| L. Brand | ADHD training  ROAR training  Attachment and Trauma Training |
| D. Coultherd | ROAR training  Attachment and Trauma Training |
| S. McKenna | Elkan Speech and Language course  Working memory training |
| G. Spinks |  |
| E. Kehoe | Lego therapy course  ROAR training |
| S. Dunn | Lego therapy course  ROAR training  Precision Teaching course |
| L. Bonham | ROAR training  Precision Teaching course |
| R. Topping | Working memory training |
| A. Roberts | ROAR training |

* All SENCo’s and other staff have had recent safeguarding training, ACES, Safer Handling and Prevent training
* Whole Staff received ASC, ADHD training
* Staff have had phonics training to deliver practical, effective phonics lessons.
* Staff have had training to use practical maths resources and numicon.

**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.

We have a teacher who delivers structured intervention programmes on a daily basis and works with identified children on a one to one basis or in small groups. Some support staff and teaching staff have been trained on intervention programmes linked to precision teaching, 1st Class Number, Rapid Reading.

Teaching assistants are available to work with groups of children within class. They are also available to work with specified children identified as having SEND to complete tasks from individual Pupil Support Plans or from advice of external agencies. This allows children to develop their skills in areas they require more support in an extremely individualised way. They work in close partnership with the class teacher to provide support and challenge where needed.

Our SENCo’s supports class teachers in determining the kinds of needs and adjustments that need to be made in order for the child to access learning. They will also work with parents/carers to help support children at home where necessary. They are available by appointment for consultations with parents/carers usually alongside the class teacher.

All members of staff have **high expectations** of all our children in relation to their own starting points and individual targets.

**School External Partnerships and Transition Plans-**

Our academic assessment for children with special educational needs is moderated through our cluster of schools and neighbouring partners. Our approach involves meeting with the staff at receiving schools and ensuring that all relevant information is transferred effectively. This has also involved Team Around the Child meetings to ensure that all professionals working with families have been involved in this process. We also welcome opportunities to conduct person-centred planning meetings with receiving schools.

In the Summer Term our SENCo has the opportunity to meet with other SENCo’s to discuss information/transition/needs for our SEND children. Our SENCo and class teacher also has the opportunity to visit Nurseries and discuss transition/information and visit SEND children as part of transition arrangements into our school.

We closely monitor children’s destination data and for any pupils that leave or move on to other schools our SENCo will ring the setting the child is moving on to and the class teacher will send a report to provide a smooth transition.

**Complaint Procedure-**

Any complaints must firstly be raised with class teacher, then SENCo, then Head Teacher and if you feel it has not been resolved, the Governing Body.

**What has worked well this year-**

For our school these have included;

* We have introduced Edukey to create our Pupil Support Plans. These are created with parents and pupils and updated at least termly. They provide a clear plan of what support/ provision a pupil needs and what works well for that child.
* Training of school staff to deliver Lego Therapy within school
* Training of key school staff to deliver precision teaching
* Whole school ASC and ADHD training from ADHD foundation
* A focus on SEMHWB across whole school with introduction of ROAR approach, introduction of Brighter Horizons and continuing to use Seedlings project to support pupils on 1:1 basis.
* Introduction of Cherry Garden to support EYFS pupils with communication and language difficulties and to provide next steps for progress.
* Introduction of Nessy to support spelling and reading
* Introduction of new PIVATS to assess specific SEND pupils

**Further development-**

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

* Development of new sensory area to provide sensory provision for pupils with neurological needs
* ASC and ADHD training to be available for all parents
* Further staff development relating to ROAR SEND and introduction of Homunculi
* Staff training of sensory processing
* Developing use of Earwig to record achievements and progress of SEND pupils
* Introduction of Read, Write Inc for phonics and Reading Plus for Y5 and Y6 reading
* Deliver and monitor impact of precision teaching

**Relevant school policies underpinning this SEND Information Report include:**

SEND policy, SEND Local Offer, Child Protection Policy, Teaching and Learning Policy, Assessment and Marking Policy, Accessibility Plan

**Legislative Acts taken into account when compiling this report include:**

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