



## **SEND Information Report November 2020**

**SEND Governor:** *Mrs M Black*

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**Dedicated SENDCo time:** *1 day per week (Monday)*

Local Offer Contribution: <https://liverpool.gov.uk/localoffer>

### **COVID -19 Statement**

**Nov 2019 – March 2020 School operated as usual as detailed within this report**

#### **March 2020 – September 2020**

During the Covid-19 Lockdown remote learning was provided for all children in a variety of ways. It included online learning on the school website, activities were uploaded onto the Dojo platform and paper based learning packs were provided when appropriate. All parents were contacted several times during Lockdown by the SENCo & the class teacher and additional support was provided as necessary. This included home visits to provide additional resources, support from the school counsellor and communication from the agency OSSME. The SEND page on the school website was updated regularly signposting parents to other agencies, webinars and resources.

All children with EHCPs were risk assessed. It was deemed by all parties that the hub model as adopted by Liverpool was not going to be appropriate for those children. Additional support, work and resources were provided for those children along with weekly telephone calls from the SENCo.

#### **September 2020-present day**

In September all children with EHCPs or High Needs funding were risk assessed and appropriate provision/support was put in place. As children need to self-isolate work is provided and appropriately differentiated to meet the needs of all learners. Curriculum planning has been adapted to cover the gaps in children's learning. Additional support is available in every classroom to meet the needs of the children.

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### **Our Approach as a School:**

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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 and disabilities.

**Assess:** The children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning. We have introduced new intervention guidelines, which means that there is an informal review half way through an intervention, to ensure it is proving effective, as well as a formal assessment at the end of each intervention (**Reference:** Intervention Policy)

There are four main areas of Special Educational Needs we consider when assessing and planning for pupils' needs: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health** and **Physical and Sensory Needs**.

In consultation with parents/carers and pupils, the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

**Plan:** The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a Personal Provision Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to outreach services if available via Consortia or the Local Offer

**Do:** The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available external support that has been identified as part of the plan.

**Review:** The pupils' Personal Provision Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the 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.

## **SEND Needs:**

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Children and young people's Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and support as follows:

### **1. Communication and Interaction- this area includes those children with a diagnosis of ASD.**

- Differentiated teaching styles and differentiated planning to meet the children's needs.
- Use of visuals to ensure clear non - verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers.
- Support by Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group.
- Talk Boost: interventions aimed at developing the communication skills of pupils in Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk & Socially Speaking
- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the ADHD foundation.
- Interventions such as Time to Talk and Talk Boost are delivered aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it.
- Sensory breaks have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD. We aim to develop the use of sensory circuits over the coming year.

### **2. Cognition and learning**

- Differentiated teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. coloured overlays, pencil grips, sloping boards to write on, tablets for recording
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Some current interventions used in school are Beat Dyslexia, Toe by Toe and Precision Teaching. For further information, please see the school's Intervention Policy.
- Access advice and support for both staff and children from outreach providers including Educational Psychologist Service.

### **3. Social, Emotional and Mental health**

- School employs one staff member to provide support to children and families.
- School employs a counsellor to provide support for children and families
- The school use Jigsaw PSHE curriculum with its focus on developing emotional intelligence and well-being. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing. We will be introducing 'Wellness Wednesday' to further promote these skills. Parents will be invited in to take part in 'Wellness Wednesday' workshops/activities with their children on a regular basis. These sessions may include activities such as yoga and massage
- All staff have attended training sessions for mental health and well being which make staff recognise of the signs and symptoms of mental health, to be able to ask opens questions, access the right support, service or self-care and build the children's' resilience. Staff also received training on recognising pupils who may have attachment issues and guidance on the action they would need to take to support these children and access support from outside agencies.
- School continues to access external support services including the School Nurse team, and CAMHS (Children and Adolescents Mental Health Service) who can sign post pupils and their parents/carers to a range of support services.
- Additional support is provided in school via interventions such Think Yourself Great, Rainbows and Time to Talk. A range of staff including teachers, TA'a and our Pastoral Care Manager deliver these interventions.
- All classes have Take Ten equipment which is a self-regulatory calming programme based on breathing techniques.
- We continue to engage with the ADHD Foundation and are able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions. We have also been able to access the services of an additional play therapist from OSSME (Outreach Support for Mainstream Education and Early Help)who are part of the Autism Initiatives group

#### 4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation- please refer to the school's Accessibility Plan.
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, weighted belts ,magnifiers , IPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be parents .
- Staff have had training on recognising and supporting children with sensory processing difficulties and additional resources have been purchased such as wobble boards, weighted lap blankets and resistance bands.
- School can access support from the School Nurse team, Sensory Team teachers and teaching assistants for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with some 1-1 support from a teaching assistant from the Sensory team.

- Visits from the Physiotherapist to deliver physiotherapy on a regular basis for some pupils and to demonstrate programmes for staff to deliver. The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children and we have purchased a programme aimed at supporting children the development of their fine motor skills

(Reference: St. Matthew’s Catholic Primary School SEND policy January 2020)

As of November 2020 we have 79 pupils on our SEND Register

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Management Team and Curriculum Co-ordinators, questionnaires for pupils and parents.

### **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	Class teacher, parent/carers	Termly
SENDCo Parents Day	SENDCos, parents/carers	Termly
Personal Provision Maps	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	Parents/carers, specialist teachers, SENDCos	As appropriate in the year

### **Staff development and Qualifications**

We are committed to developing the ongoing expertise of our staff. We have current specific SEND expertise in our school:

Initials of person	Area of expertise	Level of Qualification ( <i>i.e. Masters, NVQ, Degree, HLTA</i> )
Mrs S Rawnsley	SEND	Bachelor Of Education Honours Degree in Literacy with Qualified Teacher Status. Post Graduate Certificate of Special Educational Needs Coordination, Post graduate Certificate in Dyslexia
Mrs H Grier	Pastoral Care	Degree. Domestic Abuse Training, Safeguarding, EHAT-Training, Signs of Safety, Bereavement Training
Mr E Schumman	Counselling	Diploma in Children & YP counselling.

Staff also have training in the following areas:

Intervention Name	Focus	Trained Staff
Think Yourself Great	Emotional wellbeing	Mrs McBrien , Mrs L Hammond and Mrs M Gilroy
Time to Talk	Social Communication	Mrs Walsh
Speech and Language support	Speech and Language	All KS1 staff
Rainbows	Emotional Wellbeing following loss or bereavement	Mrs Grier, Mrs Leonard
Talk Boost	Developing good communication skills for pupils in Early Years (Nursery and Reception)	Mrs S Jones Mrs Rawnsley
OSSME Training – Sensory Awareness, Autism in Girls , Early Years and Comic Strips and Social Stories	Supporting pupils with ASD	All staff completed training during Lockdown

School staff attend weekly-directed time training sessions on numerous aspects of Learning and Teaching in order to improve outcomes for children. This year staff have received training focused on Planning, Maths (fluency and reasoning), English and Science across the whole school. We continue to have a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum beyond individual Phases/Key Stages. All staff have taken part in Safeguarding updates. All staff attended a range of courses delivered by OSSME. The sessions included Comic Strip and Social stories training and Sensory Awareness. SENDCo continues to attend the School Improvement SEND Briefings in March and November. SENDCo attends the Transition Meeting in the summer term. Staff continue to share good practice with colleagues from other schools through our involvement in the West Derby Learning Network.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our teachers and 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.

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for the whole or part of each day depending upon the needs of the pupil. This year we have applied for and received High Needs Funding to contribute to the funding of this one to one provision.

At breaks & lunchtimes, identified staff help support children who find the unstructured time challenging or unsettling. They may also engage and support pupils to develop positive social

interactions, organising games and encouraging children to use the strategies they learn to help them remain calm.

## **Finance**

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For any pupil requiring SEND support in St. Matthew's Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget used in a variety of ways, for example, to fund the purchase of adults or additional resources; release teaching assistants to provide intervention groups or additional support for pupils in class; fund the purchase of services from external partners; release the SENDCo to complete their role and to provide staff training.. "High Needs" funding may be applied for from the Local Authority for individuals who may need additional support. We currently have 6 children in receipt of this funding.

A full list of our external partners who we work with can be made available upon request. 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:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services from the ADHD Foundation
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory soothers and fidgets ,
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as Beat Dyslexia and Write from the Start.

## **School External Partnerships and Transition Plans**

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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 6 children with special educational needs or disabilities and we supported 12 children to the next phase in education.

Our approach was slightly different this year as Covid-19 meant that face to face meetings and visits to schools were not possible. Therefore it involved telephone calls with receiving secondary schools and sending all reports and paperwork to receiving SENCOs.

All safeguarding documentation is copied, hand delivered and signed for either by a named person in the secondary school or the SENDCo, this is followed up with a meeting or telephone call to follow.

Calls to nursery settings were made and all reception children were visited in their homes. (socially distanced door step visits)

### **Support Services for Parents**

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions [www.advancesolutions.co.uk](http://www.advancesolutions.co.uk) 0151 486 1788

ADHD Foundation [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk) 0151 237 2661

CAMHS [www.freshcamhs.org](http://www.freshcamhs.org) 0151 293 3662

Dyslexia Action [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk) 0300 303 8845

Isabella Trust [www.theisabellatrust.org](http://www.theisabellatrust.org) 0151 378 0998

YPAS [www.ypas.org.uk](http://www.ypas.org.uk) 0151 707 1252

## Complaints

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This year we have had 0 complaints. Complaints will be dealt with using the procedures outlined in the Complaints Policy which can be found on the school's website.

## What has and has not worked this year

In November 2020, based on the data collected in Feb 2020 (due to Covid 19), the % of children on the SEND Register in Reading, Writing and Maths making expected progress was as follows

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EYFS Attainment	Working Below the expected level	Working Towards the expected level	On Track/Expected	Working Above/Greater depth
<b>Reception</b>				
Reading				
Writing				
Maths				
<b>KS1 Attainment</b>				
<b>Year One</b>				
Reading				
Writing				
Maths				
<b>Year 2</b>				
Reading				
Writing				
Maths				
<b>KS2 Attainment</b>				
<b>Year 3</b>				
Reading				
Writing				
Maths				
<b>Year 4</b>				
Reading				
Writing				
Maths				
<b>Year 5</b>				



<b>Reading</b>				
<b>Writing</b>				
<b>Maths</b>				
<b>Year 6</b>				
<b>Reading</b>				
<b>Writing</b>				
<b>Maths</b>				

We continue to measure the progress of our pupils against Curriculum guidance, Development Matters, Early Learning Goals or for some of our pupils whose progress needs measuring using smaller steps we use PIVATs. We use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and to support our tracking

Personal Provision Plans are in place across school and they are helping us to assess the progress made by individual pupils and develop effective next steps for further progress. The impact of interventions and support given to individual children is reviewed regularly and we so that progress can be measured effectively on completion. We continue to develop effective ways to capture pupil voice so it becomes more prominent in the target setting and evaluation process and to find further ways to encourage parents/carers to contribute more fully.

As we move forward we intend to:

- \*Continue to develop our bank of resources for children with additional needs and making them more freely accessible to staff
- \* develop the role of SENDCo's to include more time spent in class supporting staff and pupils
- \* Further develop the analysis of data by SENCo to inform future planning of provision
- \* Identify and prioritise further training needs for staff
- \*Offer SENDCo "drop ins" for staff on a termly basis
- \* Offer parents workshops and coffee mornings
- \* Ensure parents understand how to access documents relating to SEND in our school and the Local Offer.

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St. Matthew's Catholic Primary School prides itself on being inclusive and in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

### **Further development**

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

- Rigorous monitoring of Provision Plans, pupils work and teachers planning
  - Learning walks
  - Promoting the use of sensory breaks in class for targeted children and developing our use of sensory circuits
  - Evaluation of data, pupil and parent feedback
  - Support for parents via pastoral lead
  - Review of our Traded and bought in services and their effectiveness and the establishment of links with new provide
  - Application for the Liverpool Inclusion Charter Mark
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In preparing this report, we have included staff, parents, children, and young people through discussion and sharing information

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

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention Policy
- Parental Complaints Policy

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

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disabilities Code of Practice January 2015

**Date presented to/approved by Governing Body: November 2020**