



Bishop Martin CE Primary School

Special Educational Needs Information Report

This report sets out the aims of our provision in regards to pupils
with Special Educational Needs and or Disability (SEND)

Inclusion and Intervention Leader: Jill Broom

Contact: BishopMartinSENCO@ldst.org.uk

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Our Approach as a School:

This report will show how we support children with special educational needs and or disabilities across our school. Our aims are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to learning by embedding the principles in the National Curriculum Inclusion statement [https:// www.gov.uk/government/collections/national-curriculum](https://www.gov.uk/government/collections/national-curriculum)
- To use our best endeavours to secure a special educational provision for pupils who need this.

We recognise and support the four broad areas of need:

- Communication and interaction - ASD, ADHD, Speech and Language, communication difficulties
- Cognition and learning - A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills
- Social, emotional and mental health - Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders
- Sensory and/or physical needs - Visual impairments, hearing impairments

High quality, first teaching and additional interventions contribute to our provision management arrangements. If a teacher or member of staff has concerns at any point about a child's development and or learning this is addressed straight away.

Our assessment processes help us to regularly check what we offer all children in our care. We ensure all staff have high expectations and lessons are planned to meet the needs of all our children.

We are committed to:

- Request, monitor and respond to parent/carer and pupil views
- Ensure a high quality of staff and expertise to meet the pupil need
- Support pupils with medical conditions to achieve full inclusion in all school activities, consulting with health care professionals to do this
- Work in partnership with Local Authority professionals to meet the needs of all vulnerable learners.

As of September 2019 we have 53 (25%) children on the SEND Register.

What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014), this states:

Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight.

Admission arrangements for children with disabilities?

Children are admitted to Bishop Martin CE Primary School according to our admissions policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments that are needed so we can plan accordingly.

Parental concerns

All teachers are responsible for every child in their care, including those with special educational needs. If parents have concerns relating to their child then we ask parents to discuss these with your child's teacher. A meeting with the school Inclusion and the Intervention Lead whose name is Mrs Emma Millington is also recommended, contact details are BishopMartinSENCO@ldst.org.uk.

Parents may also contact the Executive Headteacher directly if they feel this is more appropriate.

All parents will be listened too. Their views and their hopes for their child will be central to all decisions made and support that is put in place.

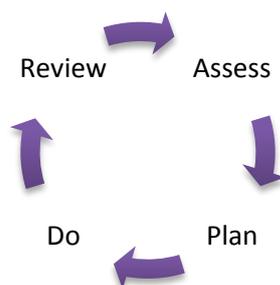
Supporting a child with SEND

A lot of planning goes into using our staff to ensure children achieve, for them to gain independence, make more progress or to catch up with their peers. Quality First Teaching forms the very foundation of this. All classes from Year 1 – Year 6 have at least one class teacher and teaching assistant support. We deploy teachers and support staff to best meet the needs of all children through small group or 1:1 support. We also have teachers who deliver structured interventions.

Currently we have some children who receive Higher Needs Funding to provide 1:1 support and an Education, Health and Care Plan (EHC). Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the curriculum.

We adopt a graduated approach when supporting children and parents/carers. This is a cycle of assess, plan, do, and review:

- Assess: All pupils at Bishop Martin are rigorously tracked in English and Maths. All our children are assessed each half term and if there are concerns about their progress or if any child needs extra support then this is identified and acted upon. Concerns can be raised by any member of staff, parents, pupils and other professionals.
- Plan: the SENCO liaises closely with teaching staff to decide what interventions and actions to help your child.
- Do: your child can be given extra support. This may be through small group support within the classroom, through small group interventions or 1:1 support.
- Review: the SENCO monitors the success of the interventions, judging how effective they have been on the pupil's progress.



This is how decisions and actions are made to help the children to make progress and secure good outcomes. The SENCO works closely with all staff to identify the needs of the child and to ensure the correct support is given and implemented. Meeting with parents is paramount in order to jointly agree the appropriate support for the child.

Planning for your child's education

Involving parents and learners is central to what we do. We do this through:

Action/Event	Who's involved	Frequency
Parents evening	All teaching staff	Each term
Informal parents meetings	SENCO, class teacher, school learning mentor, Executive Head Teacher, Head Teacher or Deputy Head Teacher	As and when required, depending on need and circumstances (assess, plan, do, review cycle)
Early Help Assessment Tool (EHAT) meetings and review meetings	SENCO, learning mentor and any internal and external professional supporting the child or family, parents/carer	EHAT can be raised at any time with permission from the parent, an EHAT is then reviewed approximately every 3 months
Parent lesson observations	Teachers delivering specific interventions for parents to observe	At least once parent visit per child, per cohort
Intervention letters	SENCO, teachers delivering specific interventions	Whenever a child begins a new intervention
Intervention lesson observations	Teachers delivering the intervention	When a child is participating in a structured intervention programme.
Education, Health Care Requests (EHC)	SENCO, parents and professional from the authority SEN Team	An EHC can be requested by the school in partnership with parents or by the parent at any point in the year, initial meetings are arranged then a formal meeting including the SEN Team to review the draft EHC prior to final EHC document
Assessments by external professionals	SENCO, Educational, Psychologist, SENISS, Abbots Lea, teacher, parent, child	A referral for assessment from external provision can be raised at any point. Report completed and shared with the parent
Workshops, drop in sessions and Coffee Mornings	SENCO, parent	Opportunities to listen to and work with guest speakers from specialised agencies.

Attainment will be shared with parents termly through Parents' Evenings. Parents may also find a home-school diary a useful tool. Regular meetings are also held with the Inclusion and Intervention lead, Jill Broom.

Parents are welcome to arrange an appointment with the class teacher, the inclusion lead or a member of the senior leadership team at any time, to talk about their child. Please contact the school office who will arrange this appointment for you.

Helping parents to support their child's learning

Please look at the school website, www.bishopmartince.co.uk which includes links to websites and resources that we have found useful. The class teacher or inclusion lead may also suggest other ways of helping your child's learning. The school also holds parent workshops during the year and these are advertised on our website too.

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes, for them to gain independence, make more accelerated progress or make progress to catch up with their peers.

We have the current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
JB	SEMH	Philosophy for Children
EM	Maths	Numbers Count Teacher
FC	Maths	Specialist Maths Teacher
ER	Early Years	Forest Schools
EM	English	Reading Recovery Teacher
EM, ER	English	Readers Count Teacher
EM, LH & JB	SEND	National SENCo Award
EM	SEND	Lego Club
JB	SEND	Dogs Helping Kids
DP, SS, NP, CS, CS, JR, CB, SW	First Aid	First Aid at Work

This year, we have put in additional training into the following areas:

- Autistic Spectrum Disorder
- ADHD
- Philosophy for Children
- Looked After Children
- Reading Recovery
- Readers Count

- Speech and Language
- Phonics
- Quality First Teaching
- EpiPen Training
- Asthma Training
- First Aid At Work
- Safeguarding
- Curriculum
- Dogs Helping Kids

The Inclusion and Intervention Lead attends the School Improvement SEN Briefing in March and October, half termly Consortia and LDST cluster meetings and safeguarding training. She has also attended training relating to CAMHS – Anxiety and Trauma, Leading a Mentally Healthy School, Attachment Training, Looked After Children and has achieved The National SENCo Award.

Evaluating the effectiveness of the SEND provision for pupils

We have internal processes for monitoring quality of support and assessment of need. These include:

- Learning walks
- Lesson observations
- Pupil performance meetings
- Pupil and parent views
- Information presented to Governors
- Data collection and analysis
- Work scrutiny

Supporting children's overall well-being

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated PHSE curriculum. Please visit our website to see the topics that are included within this area of the curriculum.
- A Governor captures Pupil and Parent voice to monitor the effectiveness of this.
- Interventions to support pupil's well-being are delivered to targeted pupils and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find times outside classroom difficult are looked after with support or can access inside activities.
- The school has gained Healthy School status, which shows we support pupils' well-being and mental health.

Supporting pupils with medical needs

Pupils with more complex medical needs will be provided with an Individual Health and Care Plan. This is completed by the Inclusion and Intervention lead and parents. Parents can be supported by school in this process.

We also have designated staff who administer and supervise medications and who complete formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfES) guidelines and the School Medical Policy.

Resources and funding

The school receives funding for all pupils and then some further funding to respond to the needs of pupils with SEND. For those pupils with the most complex needs, the school can apply for further funding from the Local Authority called Higher Needs Funding. Families who are claiming Free School Meals or children whose parents are in the Armed Services are also given extra funding. The deployment of this funding is published on the school website.

Our notional SEN Budget Year 2019 - 2020 is £112,448.69 and can be deployed in the following ways:

- Support staff
- Teaching staff
- Commissioned external services
- Additional teaching resources
- Training

All SEND intervention and support is implemented with clear intentions and based on proven impact using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children and their families in the following ways:

- Specialised support and advice
- Face to face confidential contact
- Referrals to specialised services
- Specific details of their child's strengths and areas of need
- Expert advice on additional support services which can be accessed
- Contact with other families
- Specialist teaching specifically directed
- Specialist provision specifically directed

We receive specialist support from:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Liverpool ASD Team
- School Nurse
- Early Help Teams
- Action for Children
- Bully Busters
- ADDvanced Solutions
- ADHD Foundation
- Barnardos
- Careline
- Early Help Hubs
- CAMHS
- Seedlings Therapeutic Service
- Local Authority SEN Team

We also engage yearly with School Improvement Liverpool's Transition Event for Year 6 transition to Year 7 and can organise personalised transition visits from Year 6 to secondary

school settings. We have also bought support from the Educational Psychology service, SENISS and Seedlings Therapeutic Service.

Support and provision which is working well based on previously identified need

For our school these have included the following:

- Effective early identification of children with additional need
- Implementation of proven and effective interventions

Monitoring progress made by children with SEND and vulnerable groups compared to none SEND children

- Parental involvement and communication with parents
- Monitoring impact of structured interventions

Areas for further development

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

- Further improve interventions to improve provision
- Further improve staff development
- Further develop home-school communication

Preparing and supporting pupils joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry - For pupils starting Reception in September we do home visits and visit their current nursery setting, we have planned visits to school to meet their new classroom, teacher and friends. Parent/carers are invited to a meeting in school to help their child to settle into the school routine. The SENCo can meet with new parents of pupils who are known to have SEND. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting can be arranged with parents.

Transition to the next school - Support from outside agencies. Accompanied visits to other providers may be arranged. For pupils transferring to local schools, the SENCo's of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying

Who to contact for further information or if you have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher

- The Inclusion and Intervention Lead
- The Executive Headteacher

Please also see the appendix for some useful websites and organisations.

Relevant school policies, plans and legislative acts underpinning this SEN Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Inclusion and Intervention Action Plan
- Accessibility Plan
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: November 2019

Complaints: We have an up-to-date complaints policy.

Appendix

Useful websites / support:

Speech and Language Therapy Service: based at Alder Hey Children's Hospital Trust
<https://alderhey.nhs.uk/parents-and-patients/services/speech-and-language-therapy>
Phone number for Alder Hey 0151 228 4811

Occupational Therapy Service: based at Alder Hey Children's Hospital Trust

<https://alderhey.nhs.uk/parents-and-patients/services/occupational-therapy>

Phone number for Alder Hey 0151 228 4811

Liverpool ASD Team: based at Alder Hey Children's Hospital Trust

<https://www.thelivewelldirectory.com/Services/16>

Phone number: 0151 252 5252

School Nurse

<https://www.merseycare.nhs.uk/our-services/physical-health.../school-health-team/>

Early Help Teams

fsd.liverpool.gov.uk/kb5/liverpool/fsd/advice.page?id=4PwHG848ehk

Action for Children

www.actionforchildren.org.uk/

Bully Busters

www.bullybusters.org.uk/

ADDvanced Solutions

www.addvancedsolutions.co.uk/

ADHD Foundation

<https://www.adhdfoundation.org.uk/>

Barnardos

<https://www.barnardos.org.uk/>

We have also buy support from the:

Educational Psychology service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

School Family Support Service

<https://liverpool.gov.uk/council/strategies...families/liverpool-families-programme/>

Seedlings Therapeutic Service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

SENISS

<https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

The Isabella Trust

<http://www.theisabellatrust.org>

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

**Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice
<http://preview.tinyurl.com/nenth62>**