**Wellesbourne Primary and Nursery School**

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**SEND**

**SEN Information Report**

**Charlotte Willshire**

**SENCO: Mrs C Willshire**

**Contact: 0151 226 9765**

**Local Offer:** <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=aIIrXqbp6bI&localofferchannel=8-4>

**School Information**

Wellesbourne Primary and Nursery School has on overall SEND percentage of 17.12% this is similar to last years’ cohort. Of these children 1% have an EHCP which is lower than last years’ cohort at 1.5%. In total 69 children are identified as having Special Educational Needs or disability, some with needs in more than one area.

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| --- | --- | --- | --- |
| Year group | Number on roll | SEND by Number | % SEND |
| Nursery | 29 | 2 | 6.89% |
| Reception | 55 | 6 | 10.91% |
| 1 | 60 | 11 | 18.33% |
| 2 | 59 | 11 | 18.64% |
| 3 | 49 | 7 | 14.28% |
| 4 | 50 | 10 | 20% |
| 5 | 51 | 8 | 15.69% |
| 6 | 50 | 14 | 28% |
| Total | 403 | 69 | 17.12% |

Currently the school has 4 pupils with an educational health care plan.

Children in the school present a range of SEND needs including SLCN, SEMH, ASD, ADHD, MLD, cerebral palsy, down syndrome, dyslexia, and dyspraxia. SLCN and ASD diagnosis particularly in lower years is rising notably.

Early indications from observation suggests that although there are smaller numbers of children with SEND in the cohort at present these numbers will increase with the observation and monitoring of children in EYFS. There are also a higher percentage of children with significant special educational needs, one with an EHCP. The school provides for these needs using the Assess, Plan Do and Review process highlighted in the 2015 SEND Code of practice.

SEND provision in the school is led by the School SENCO; Mrs C Willshire (teacher 17 years SLT, NASCO qualification). Our SEND governor is MS C Stephenson.

**Identification**

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children.

To support us in our early intervention, we:

1. Arrange home visits for all Nursery pupils and meet the teacher sessions for Reception pupils,

2. Attend all transition reviews for each pupil with SEND transferring to us,

3. Plan and deliver the appropriate intervention, e.g., small group support provided by a TA for all pupils as appropriate.

This enables us to meet parents with the opportunity to discuss their child’s strengths and needs and allows for any additional resources, interventions or referrals to be implemented promptly. Identification of our pupils continues throughout their time at Wellesbourne Primary and Nursery School. We implement this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations in pupil progress meetings between the class teacher, assessment lead and SENCO.

2. Monitoring children’s assessment through observations and verbal feedback.

3. Tracking children’s progress and any potential SEND needs using an initial concern process.

4. Adopting an open-door policy to provide adults with the opportunity to discuss concerns at any time

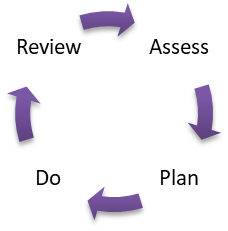
5. Liaising with parents.

**Provision**

Any child identified on the SEND register receives additional support. This is documented in a whole school provision map. The provision map is written in conjunction with class teachers. This outlines any support in addition to quality first teaching for pupils within the class. Teachers will then plan an intervention that clearly outlines the pupil’s current level, targets linked to their next steps in learning and suggested activity. TAs use these plans to deliver intervention sessions. At the end of the intervention, the class teacher and TA review the pupil’s learning and record the exit level to insure sufficient impact is being made. Parents/Carers are invited to meet termly with the class teacher.

**Our Approach to SEND as a School**

All teachers are responsible for every child in their care, including those with special educational needs. 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 of our provision in school is the **graduated approach** cycle of:

**Assess**: All class teachers regularly assess pupils each half term according to the new curriculum and target tracker assessment tool. If any teacher has any concerns regarding a pupil in their class discussions will take place between themselves and the SENCO. Parents and carers may also be involved in these discussions. Where necessary the SENCO will refer to outside agencies such as Educational Psychologists, SHINE, Language box, ADHD foundation and SENISS to complete further assessments.

**Plan:** The class teacher and parents will then plan targets for the child when discussing the Personal Education Plan and Pupil Passport the class teacher with the support of the SENCO will then plan additional support to be put in place for the pupil through a wide variety of interventions, the SENCO will liaise with outside agencies to offer support where appropriate.

**Do:** The pupil will complete a programme of support (varying in length depending upon need) from within school or from outside agencies working towards measurable targets.

**Review:** The pupil’s progress will be reviewed termly and a discussion will be held as to whether or not the child needs to receive additional support or the support will end. This feeds into termly pupil progress meetings. Having consulted with children, young people and their parents and carers, all our additional provision (internal or external) is based on an agreed outcomes approach. 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. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO’s role.

Progress of children with SEND is robustly monitored using both Target Tracker and Provision Map Online Software. One pupil is following The Engagement Model while all other pupils follow the National Curriculum.

As Communication and Interaction and Social Emotional Mental Health are the two greatest needs of children in our school there has been an increase in the amount of intervention in these areas. The NELI intervention has been introduced for some children in Reception and Year 1, ‘Socially Speaking’ has been introduced for some Key Stage 1 children, Language Box are working with early years’ children and staff, while together trust work with Key stage 1 & 2 pupils offering bespoke interventions such as Makaton sing and sign, Lego therapy and one to one sessions to increase progress for those children with Communication and interaction difficulties. To support Social Emotional and Mental Health we provide two wellbeing walks, one for key stage 1 and one for key stage 2. One to one sessions such as sand therapy and draw and talk are implemented by Mrs Ellis as well as small group wellbeing interventions from reception to year 6. Engagement with Seedlings and MHST has had a positive impact on the social, emotional and mental health of our children.

Parental involvement is extremely important in our approach to supporting all children but especially those with SEND. As such we have introduced half termly coffee morning training sessions including support from agencies such as Addvanced Solutions, Autism in Motion and the ADHD foundation.

The SENCo has now completed the National Award for Special Educational Needs Coordination.

All staff have completed training on Pathological Demand Avoidance (PDA). Teaching staff have received sessions on how to use Provision Map to create robust SEN Support Plans and pupil passports. Teaching assistants will be receiving a session on how to access pupil passports and SEN support plans on November 24th. All staff have been signposted to training from the ADHD foundation.

Two staff members have worked closely with ADHD foundation to enable enhancements to the early years’ provision. Two staff members have worked alongside Together Trust on early communication strategies including PECs to support a child with an EHCP. PEG feeding training has been completed by 2 staff members with a further 4 to follow. Three further staff have received training from the diabetic nursing team.

**Administration.**

The school Send policy was reviewed in February 2021. The school is fully compliant with the local offer and our own provision was reviewed in October 2021.

Class room support and intervention is monitored termly against success criteria and staff are supported in reviewing provision based upon its effectiveness. This is aligned with whole school tracking by use of Provision Map and the ‘Target Tracker’ system. Interventions are under the ‘Code of Practice’ the responsibility of class teachers and these are aligned against pupils Key Performance Indicators.

Similarly, the school’s use of pupil premium money to support disadvantages pupils is also monitored and evaluated.

It is the school’s belief that interventions should be academically proven, smartly delivered and tailored to the needs of the pupils. Accordingly, each term teachers are encouraged and supported to evaluate intervention effectiveness and the rational for continued support for pupils with specific needs.

Staffing is structured to maximise the support for SEND pupils and allows class and group sizes to remain at a manageable size. This promotes learning and maximises the potential to provide accurately differentiated work at all times.

**External support.**

Wellesbourne Primary and Nursery accesses a range of provision from outside agencies: the school is part of the Alt Valley 2 consortium and much support is coordinated and administered through this group.

The following agencies are involved:

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| --- | --- | --- |
| **Provider** | **Service** | **Effectiveness** |
| Educational Psychology Services | 10 sessions allocated to educational psychologist assessment | New provider for school, Three families have been supported, early observations and reports have been to a good standard. This service offers an ongoing approach with one worker allocated to school. |
| Seniss | Observations and reports of next steps / assessments  Whole school provision | 6 assessment sessions, high quality reports provided enabling best provision for specific children |
| YPAS seedlings project | 1 to 1 play therapy 2 children per week in a one morning session. | Support has been very useful for vulnerable children  Counselling is effective. Now a traded service funded by consortia. |
| Language Box | Specialist Staff Training | Speech and language champion from early years will work closely identifying children who would benefit most from support to receive a tailored program by the champion. Some early success in supporting children with social communication needs, further staff training arranged to develop blank level questioning. |
| ADHD Foundation | Specialist Staff Training EYFS  1:1 sessions KS1 + 2 | Neuro-diversity champion from early years will work closely identifying children who would benefit most from support to receive a tailored program by the champion.  1:1 sessions working on strategies for children |
| Together Trust | 1:1 sessions and group work  provided as part of consortia | Advisory teacher works alongside class teachers offering social communication intervention and SEMH support |

**Best Practice Benchmarking**

Currently best practice is assured through a number of avenues of inter schools networking.

1. Regular attendance of both the Headteacher and SENCO and at SEND consortium meetings.
2. Regular attendance at CPD training and SEND briefings and updates.
3. Inter school training and liaison through local network.
4. SENISS Training and liaison through local network.

**Co-Producing with Children and their Parents**

Parents have a daily opportunity to access the SENCO this usually takes place at 9:00 and 2:30. This allows parents to arrive at school when dropping off the children or when the yard is quiet and has proved a popular arrangement. This is of course flexible. Appointments are available face to face/ via zoom/ by telephone.

Involving parents and learners in the dialogue is central to our approach and we do this through:

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| --- | --- | --- |
| Action/Event | Who’s involved | Frequency |
| Reviewing Personal Education Plans | Parents, pupils and staff | Termly |
| Parent consultation meetings | Parents, pupils and staff | Termly |
| Person Centred Planning meetings for pupils with EHCPs | Families, pupils, staff and outside agencies | When required but at least annually |
| Team around the Family meetings for children open to EHAT | Families, staff and outside agencies | Approximately 6 – 8 weekly (at least every 12 weeks) |

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

It is the aim of the school to provide in house support for our pupils and parents wherever possible including youth connect 5 training and Lego therapy. We have also benefited from some children receiving additional pastoral support from Mrs S Ellis.

Working locally within the consortia and using the skill base of people around us we hope to provide high quality opportunities for our children and families

We remain committed to building even stronger, more meaningful relationships with our parents and carers. We are committed to supporting our parents and carers in understanding their children’s needs through access to training and advice sessions within school.