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Kirkdale, St Lawrence CE Voluntary Aided Primary School

November 2024

**SENCO:** E. Cottom

**SEN Governor**: Mr R. Flanagan

**Contact:** e.cottom@kirkdale.liverpool.sch.uk

**Our School Approach**

At Kirkdale St Lawrence CE Primary, we strive to provide an environment where all children can achieve despite their needs. An environment which is inclusive and promotes social and emotional well- being and respect for all is paramount.

High quality first teaching and additional interventions are defined through our inclusive approach across the school contributing to our provision management. These processes help us to regularly review and record what we offer all children in our school and what we offer additionally. We recognise the importance of quality first teaching and the application of a adapted and a 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:

In deciding whether to make special educational provision, the class teacher and SENCO will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part **cycle (assess, plan, do, review)** through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. If the support required is different from or additional to what is ordinarily offered by the school, the child may be placed on the SEND register at ‘SEND Support’. The school will then strive to remove barriers to learning and put effective special educational provision in place.

**How do we evaluate the effectiveness of our SEND provision?**

The head teacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. This is done in collaboration with the school governors. Budgets are closely monitored by the head teacher and governors. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured by:

* Pupil Voice
* Analysis of pupil data and teacher feedback at pupil progress meetings
* Progress against national data
* How children progress in interventions
* Progress against individual targets
* Pupils’ work
* The well-being of a child

**What is our approach to teaching pupils with SEND?**

Every teacher is a teacher of every child, including those with SEND. At Kirkdale St Lawrence we believe that all children have the right to a broad and balanced curriculum. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classroom, believing this to be the key to ensuring children with SEND are making good progress.

We also recognise there are times when some children require a more personalised curriculum and support staff, or teachers will work with small groups or individual children to provide an intensive programme of learning aimed at the child’s specific learning needs.

All children with an EHC Plan (Education Health Care Plan) will have provision in class with appropriate intervention and adaptation to their school day as necessary. This provision is monitored and tracked regularly through progress meetings, an annual review and teacher briefings throughout the year. Every child at Kirkdale St Lawrence, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs.

**How do we adapt the curriculum and learning environment?**

All teachers adapt tasks, support, and resources to the differing needs of the children. All teachers are clear on the expectations of ‘Quality First Teaching and are monitored by the leadership team. Where appropriate the curriculum is personalised, and individual learning targets are set. When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out when necessary with the child, their parent/carer, the class teacher and relevant health professionals involved. The personalised risk assessments will also be adapted for pupils with significant SEMH difficulties that are impacting their access to the mainstream learning environment.

**What additional support for learning is available?**

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class. Focused one-to-one, small group intervention, additional resources and access to IT equipment are just a few to mention. Children are and individual and their support is adapted to meet their needs.

**How do we support pupils with SEND to improve their emotional and social development?**

The needs of all children are known by our staff who can provide a high standard of pastoral care. We have a pastoral team who can support children and staff. A ‘Whole School Approach’ to mental health and wellbeing is in place at our school and we work closely with a number of agencies including CAMHS, YPAS, The Social Brokers and the ADHD Foundation.

Pupils develop understanding of their own emotional and social development through a comprehensive PSHE scheme (Jigsaw) which is taught in classes throughout the year. The Behaviour and Relationships Policy includes guidance of expectations on how to support children with a trauma informed approach. We see all behaviour as a form of communication.

We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality and recognise the importance of good attendance, especially for those children with barriers to learning. All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included.

**Who can you contact at the school?**

If you have any concerns regarding your child, your first point of contact should always be the class teacher who can then refer you to the SENCO for further advice as necessary. All relevant information is made available to the Head teacher, Mrs J Campbell.

**What expertise and training do our staff have to support pupils with SEND?**

We have staff who are trained to deliver evidence-based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support speech and language development, social skills, handwriting and fine motor skills. The SENCO has a teacher’s qualification and has completed the National Award in Special Educational Needs Co-ordination. Where it is thought that external support is necessary, we discuss any referrals with parents/ carers to seek parental consent.

**School External Partnership**

We work closely with a number of external partnerships in order to fully meet children’s individuals needs. We work alongside:

* Educational Psychologist
* Occupational Therapist
* Speech and Language
* Cognitive Behaviour Therapist
* ADHD Foundation
* CAMHs
* Local Authority
* School nurse
* Social Care

**How will we secure equipment and facilities to support pupils with SEND?**

If equipment or facilities or resources are required and are beyond the school’s budget, appropriate sources of funding would be explored; e.g. high needs funding or request an Educational, Health and Care plan assessment.

**How do we consult parents of pupils with SEND and involve them in their child’s education?**

We operate an open-door policy where parents are strongly encouraged to come into school to speak to the SENCO if they have concerns about progress or SEND provision for their child. We share feedback about the children’s learning on a termly basis when parents are invited to come into school to discuss their child’s SEND support. At these meetings, we share next steps in learning and discuss ways in which parents can support their child’s learning at home. General information regarding the curriculum and learning is available on the school’s website.

**How do we handle complaints from parents of children with SEND about provision made at the school?**

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Kirkdale St Lawrence, please speak to us as soon as possible. In the first instance, speak to the class teacher or the SENCO. If parents/carers feel their child’s needs are still not being met, they should make an appointment to see the head teacher.

**How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought. We have established relationships with a range of professionals in health and social care. These include: educational welfare, school nurses, educational psychologist, social workers, behaviour support services, Mental Health Support Team, ASD outreach, ADHD outreach, speech and language therapy, physiotherapy services occupational therapy and community paediatricians. We have a particular duty in ensuring that ‘Looked after Children’ are given the appropriate support and care to help support their progress and engagement with learning. When ‘Looked after Children’ attend our school we do our utmost to ensure they fulfil their potential. We attend review meetings with children’s services and maintain a Personal Education Plan (PEP).

**What support services are available to parents?**

If you have spoken to school and still have concerns, Liverpool City Council has commissioned the support of Special Educational Needs & Disability Information Advice and Support Service (SENDIASS). Tel: 0800 012 9066

**How do we support pupils moving between different phases of education?**

We aim to ensure all learners and their families feel welcome become part of our school community. Home-visits are offered in Early Years Foundation Stage (EYFS) and open days take place before children starting Reception. Before a child starts our school, they will have the opportunity to meet the class teacher in an informal meeting. Transition meetings are held between both Key Stages and where necessary, information is shared between the SENCO and class teacher. Transition between year groups is supported through transition days when children meet their new class teacher and spend time in their new class. Children moving to Year 7 will visit their chosen high school and those children that require a high level of transition support may work with the SENCO in organising visits to the school and meeting new staff.

**Where can the LA’s local offer be found?**

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents. The local offer sign-posts to a range of local agencies including education, health and social care.

Visit their website at <http://liverpool.gov.uk/localoffer> which we have contributed to with information about the school

**Further development**

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

Planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how these impacts on development, Annual renewal of the Inclusion Quality Mark IQM) for Centre of Excellence and collaboration with School Consortia.

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

* SEN Policy
* Teaching and Learning Policy
* Marking Policy
* Equal Opportunities Policy
* Accessibility Policy
* Behaviour and Attachment Policy

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

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

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