



“Together we can achieve anything”

Northway Primary and Nursery School

SEN Information Report 2019/20

(See Addendum for specific SEN information during school closure March 20 –July 20)

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| Local Authority SEN Education officer: | Mr Adam Williams |

Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=cBKq0sBDcdw>

Our Approach as a School

At Northway we firmly believe that early intervention is very important and we work hard to support any child who has a learning difficulty or who needs extra support to achieve their full potential. 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.

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

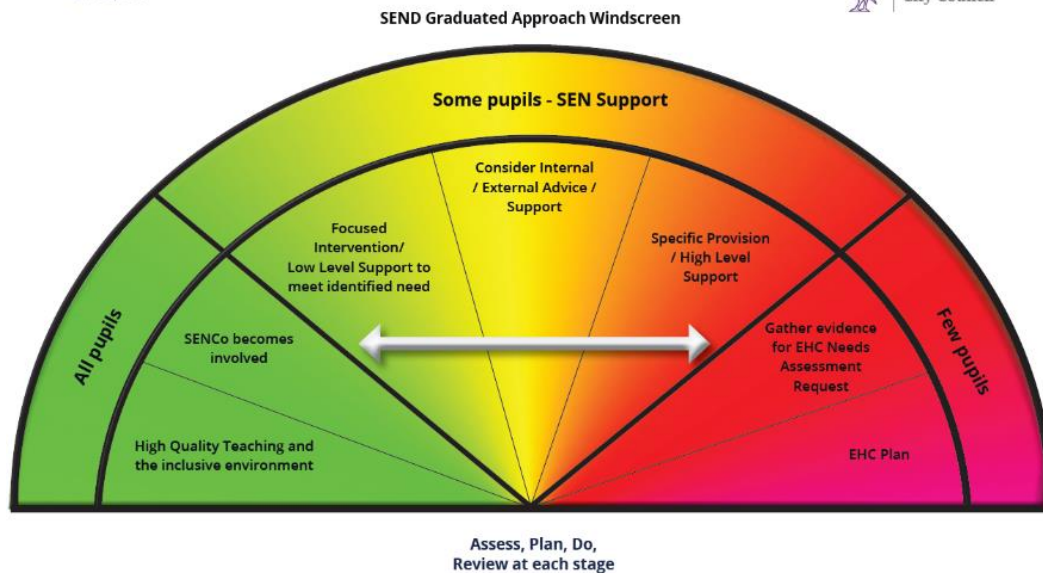


Assess: Class teacher identifies a pupil in their class who is not progressing at their expected rate or who are not achieving age related expectations (ARE).

Plan: Class teacher observes / investigates what the possible barriers to learning may be for the child (e.g. not understanding instructions / not concentrating, easily distracted, anxious, needs visual support etc).

Do: Class teacher adapts planning, practice and environment to help meet child's needs and ensure they make progress.

Review: Class teacher monitors effect and impact of strategies put in place over a period. Having consulted with children, young people 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/young person and hold both our internal/external providers and ourselves to account.



Special Educational Needs (SEN):

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We have 60 children on our SEND register, 51 children are at SEND school Support, 9 pupils have an Education, Health Care plan (EHCP) and 2 are currently going through the assessment..

As a school we have 16% of our school cohort identified as having special educational needs or disabilities (SEND), compared to the National figure of 14%. In school 2.4% of these children have an Education, Health and Care plan compared to the National Figure of 1.5%. Two additional pupils are currently in the process of Statutory Assessment by the Local Authority.

22 children (36%) of those listed on the register are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

15 children (25%) of those listed on the register are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.).

20 children (33%) of those listed on the register are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder and anxiety).

3 children (6%) of those listed on the register are identified as having SEN linked to Sensory and Physical Needs (including disabilities such as those affecting sight and mobility).

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

| Provision |
|--|
| <ul style="list-style-type: none">• Tasks adapted to the level of the individual child• Small group or one to one support when appropriate• Relevant and specific interventions• Access to additional specialist support and/or Mentors as required• Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables, privacy boards• Speech and Language programmes provided by a Speech Therapist• Talking Partners Intervention groups• Social skill groups e.g. Time to Talk, Socially Speaking• Advice and support from Purple Circle Autism Outreach and/or SaLT/SENISS• Lego Therapy KS1/2 |

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

| Provision |
|---|
| <ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • small group or one to one support when appropriate • Individual targets where appropriate –recorded on One Page Profile and reviewed termly • Access to additional specialist support as required e.g. SENISS, EP, Valley High • Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, coloured exercise books and overlays • Time bound, focussed intervention groups • 1:1 or 1:2 specialist programmes for children with high needs • Example of interventions are :Toe by toe, Nessy reading, Project X-code , Volunteer readers, Handwriting without tears, Letter join, Speed up handwriting, On Track Maths Dynamo Maths Max’s marvellous Maths. |

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognise the importance of positive mental health and the impact this has on learning. We have 2 full time Mentors as part of our school staff.

| Provision |
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| <ul style="list-style-type: none"> • Small group or one to one support • Adaptations to the environment where necessary e.g. work station, individual visuals • Pupil profile • ROAR Approach to mental health • SEMH Mentors • Individual support sessions • Behaviour Management Plan • Pass to access Smile For A While Lunchtime club • Time to Talk • Friendship Group • Socially Speaking Intervention • Lego Therapy • Seedlings, ADHD foundation, EMHP • Drawing Therapy • Referrals to CAMHs, YPAS, MYA for counselling |

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

| Provision |
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| <ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • Small group or one to one support when appropriate • Adaptations to the environment where necessary • Access to additional specialist support as required e.g. Sensory Team, Physiotherapists, Education Psychologist • Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, tangle toys, trampette, spinning cone, sensory kit, books and overlays, ear defenders • Time bound, focussed intervention Groups e.g. Handwriting without tears, Clever Fingers • 1:1 or 1:2 specialist programmes for children with high needs e.g. Occupational Health (OT) programme written by OT, Sensory Diet |

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We have internal processes for monitoring quality of provision and assessment of need. These include data analysis, book scrutiny, regular monitoring cycle, leadership meeting, pupil progress meeting, observations of LSA s delivering interventions, classroom observations and interviews with children receiving support.

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 |
|--|---|--|
| One Page Profiles | Pupil, class teacher, parents, child and input from SENISS/EP where appropriate | Termly-copies given at parent's evening |
| Meet the teacher evening | Parents, pupils, Staff | Termly |
| Early Help Assessment Tool (EHAT) meetings and review meetings | Parent/s, School lead any internal and external professions involved in supporting the family | EHAT is reviewed at least every 12 weeks |

| | | |
|---|--|---|
| Education, Health and Care Plan Requests (EHCP) | Class teacher, TA, parents, pupil | As required when an EHCP assessment has been requested by the school in partnership with the parent |
| EHCP Annual Reviews | Child, parents, school, all outside professionals involved in supporting the child and Representative from the Local Authority | Annually |
| Attendance at transition meetings | SENCo, Parent, Staff from previous or receiving school | As required |

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. This year, we have put in additional training to support all staff to identify needs early and to empower them to take actions, we have purchased Dynamo Maths to support KS2 children, Reading plus and Word Shark 5. Our SENCo attended the School Improvement SEN Briefing in March and November.

Other training has included:

- Safeguarding training for all staff
- Mental Health First Aider
- PIVOTAL approach to behaviour
- Talking Partners
- ASD-all KS1/2 TAs and 1:1 LSAs
- ASD Awareness Raising session for all Supervisory Assistants
- CAMHs training re anxiety/bereavement- Mentors
- Training for all teaching staff in using PIVATS 5 to track the progress of children working outside of Year Group Expectations
- GDPR Compliance
- Sensory Processing all teaching staff- P.Griffiths, Purple Circle
- Personalised training re children with P. Griffiths
- Purple Circle-Social story training
- Training for all SAs in Awareness Raising of ASD
- Termly Consortia Meetings
- MYA ROAR-Response to Mental Health in Schools
- Talk and Draw
- PIVATS training and coaching L. Secks Valley High

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.

Each Reception class has a full time TA and every other class has a TA for the morning. In addition there is a team of Teaching Assistants who deliver intervention, directed and monitored by the leadership team.

During lessons, teaching assistants are managed by the class teachers who are responsible for managing and directing them according to the needs of the children in their class.

We have an SEMH team made of 2 Mentors and lead by our SENCo. This team is non-class based and provides intervention support for children who are experienced Social Emotional and Mental Health difficulties. The intervention target children with SEND, Emotional and Mental health difficulties and Pupil Premium children, aimed at diminishing the differences in attainment and providing support required to meet individual and group needs.

Finance

The school SEND budget has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise. This is reviewed annually by the Senior Leadership Team.

Our notional SEN budget was deployed in the following ways

- Support staff (additional to quality first provision)
- Additional teaching resources
- Staff Continuous Professional Development (CPD)
- Time for the SENCo to meet with parents and other relevant professionals
- Purple Circle sessions 6 visits per year
- Weekly ½ day support from YPAS (Seedling) (Additional to CONSORTIA ½ allocation)
- Weekly ½ day support from Valley High Learning support

School External Partnerships and Transition Plans

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 **10** children and young people with special educational needs or disabilities and we supported **6 children** transition to their next phase in education at a variety of High schools.

We also have 1 child that is educated at Specialist resources the city. We have termly transition meetings with New Height

Our transition approach included:

- Attending transition meetings of those children at SEN Support prior to their admission.
- Providing transition books with photographs for some pupils to use over the holidays.

- As many visits as are required for individuals and small groups of children.
- Inviting parents of children on the SEND register to arrange a meeting to meet with the SENCo in September.
- Attending School Improvement Liverpool's Transition Event in June.
- Referring/recommending specific children for additional transition days or summer school at secondary feeder schools.
- Ensuring reports on children with SEND are completed and sent to feeder school.
- Holding telephone conversations with staff members from other schools before and after transition

SEND pupil's involvement in Wider Aspects of School Life

Children with SEND have represented the school as part of a sports team.

Several children on the SEND register continue to hold positions of responsibilities such as prefects, class monitors, register monitors.

What has worked this year?

We regularly evaluate the effectiveness of provision via termly pupil progress meetings, pupil voice, parent meetings, analysis of assessment data and monitoring schedule.

So far the successes this year are:

- Adapting to the sudden school closure by providing children with SEND remote support via Seesaw, school website, newsletter and telephone communication / consultation
- Social Emotional and Mental Health provision embedded throughout the school, including our morning nurture group and SEMH mentors interventions
- PIVATS 5 (Performance Indicators for Valued Assessment and Targeted Learning) embedded across the school to enhance our monitoring and assessment procedures of children working below key stage expectations
- Promoted parental engagement through parenting course, informal café and monthly meeting around specific issues
- Improved SEMH support for children in Nursery and reception (EYFS), to provide early support and intervention
- Early identification of children needs promptly supported by targeted and monitored interventions (Phonics, reading and Maths)

Further development

See SEND Action Plan 2020-2021 for strategic plans for developing and enhancing SEND provision for the next academic year

- Improve attainment in EYFS for Speech and Language on entry by introducing Wellcomm (GL Assessment) to identify need and provide support. Develop support for children identified as being significantly behind age related.
- Continue to develop the effectiveness of the school's wellbeing provision with a focus on embedding the ROAR approach to mental health

- Enhance children with SEND experience of the wider curriculum to insure access to a broad curriculum and work adapted to their level in each subject
- Enhance school, parents / careers engagement and collaboration to ensure effective joint planning of children's provision

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy, Behaviour Policy, Anti-Bullying Policy, Attendance and Lates Policy, Assessment Policy, Child Protection Policy, Complaints, Compliments and Comments Policy, Health and Safety Policy, Escalation Guidance Policy 2018, Mental Health and Emotional Wellbeing Policy, Managing Medicines in School, Pupil Premium Policy

Legislative Acts taken into account when compiling this report include:

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

Complaints

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership if necessary
- Key issues are identified including where there is agreement

Addendum: SEN information report during school closure

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to continue to provide care for a limited number of children – those who are vulnerable and children whose parents are critical to the COVID-19 response – who absolutely need to attend and who cannot be safely cared for at home. ‘Vulnerable children’ includes those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), ‘looked after’ children, young carers, disabled children and those with education, health and care (EHC) plans.

Northway Primary and Nursery School was closed and staff were redeployed to two Hubs from Monday 22nd March to Friday 29th June. School reopened to specific pupils on Monday 1st June 2020.

This SEND Information Report contains details of our individual arrangements and changes to our usual mode of working in the following areas during school closure:

- Vulnerable children and eligibility
- Children with SEND Safeguarding, attendance and monitoring of wellbeing
- Arrangements for consulting parents of, and young people with SEND
- The approach to teaching children with SEND

Vulnerable children and eligibility during school closure (March 20 - July 20)

Vulnerable children include those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan were risk-assessed in consultation with the Local Authority and parents, to decide whether a school place was required in order to meet their needs, or whether they could safely have their needs met at home. This could include, if judged necessary by the LA, carers, therapists or clinicians visiting the home to provide any essential services. All children and young people with EHC plans could safely remain at home.

These risk assessments took into consideration a number of different risks to each individual, including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- The ability of the individual’s parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered

The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities needing instead to apply 'reasonable endeavours' to support these children and their families.

Safeguarding, attendance and monitoring of wellbeing (March 20 – July 20)

Northway Primary and Nursery school continued in its commitment to ensure the safety and wellbeing of its children during the period of general school closure.

None of the children with EHC plans took up a place in school and were all cared for at home, an individual risk assessment was completed and regular communication maintained by our SEMH team and SENCo.

The communication included; remote contact, phone contact, newsletter and information on our website. Other individualised contact methods were recorded on CPOMS.

For children with SEND, but without an EHC plan, who had not been offered a place in school, contact details for key staff were available on the school website and identified individuals received regular phone calls from our SEMH team. This ensured that parents of children with SEND always had a way of contacting and communicating with school staff where needed. A request for consultation was added to our website.

The approach to teaching children with SEND (March 20 – July 20)

For children with EHC plans who were being cared for at home, regular communication to ensure that contact is maintained with key school staff. These communications included: discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting children at home. In addition to Seesaw activities planned by class teacher, all families were sent a link (<https://padlet.com/tvandewiele/npcycxc3cg3o>) to a homework pack with resources to support the change of timetable and routine, sensory activities and key websites personalised to the needs of each child.

For children with SEND, but without an EHC plan, class teacher signposted within year group home learning to support them in accessing appropriate learning activities. Parents and Guardians were able to communicate directly with teacher via SeeSaw. Learning packs were printed and delivered to some family who had difficulty accessing the online resources.

Arrangements for consulting parents of, and children with SEND (March 20 – July 20)

Working in partnership with children with SEND and their parents continued to be central to Northway Primary and Nursery School's policies and practice.

The views of parents and children were considered in determining whether children with EHC plans needed a place in school, as detailed above.

The school website included a request for consultation form so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they could do so. Parents could also communicate directly with class teachers through Seesaw.

Where statutory processes relating to SEND were in action, the school continued to maintain communication with parents of, and children with, SEND so that their views were actively sought, considered and promoted.

One Education Healthcare Plan request for assessment was completed and a new Education Care plan issued in collaboration with parents and the Local Authority.

Request for telephone Consultation

Home >> Key Information >> Special Educational Needs & Disability (SEND) >
> Homeschooling Ideas, resources and support for children with SEN - March 20 >
> Request for telephone Consultation

Thank you for reaching out. Please fill in the form below with as much details as you can.

Services available for telephone consultation:

Education Psychologist - Dr Jenny Dutton (Wednesday Afternoon)
<https://www.drjennydutton.com/>

Purple Circle Autism Consultancy - Mrs Paula Griffiths
<https://www.facebook.com/purplecircleautism/>

YPAS: <https://ypas.org.uk/services/Seedling>

SEMH school Mentors - Mrs B. Cawley, Mrs M. Jones
<https://northway-primary-and-nursery-school.secure-primariesite.net/social-emotional-mental-health-mentors/>

SENCo: Mr T. Vandewiele <https://northway-primary-and-nursery-school.secure-primariesite.net/special-educational-needs-disability-send/>

- Please allow 2 working days to receive an answer to your request -

Request for telephone consultation

Please explain briefly what type of support you would like to access.

Name

Email

Message

“Together we can achieve anything”