

St Cecilia's Catholic Infant and Nursery School

SEN/D INFORMATION REPORT 2018 - 2019



SENCO: Mrs Shelagh MacGregor

SEN/D Governor: Mrs Maria Lawrence

Contact: 0151 220 2153 / ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk

Local Offer Contribution: www.stceciliasinfectants.org.uk

Our Approach As A School:

- As a Catholic school everything we do is underpinned by Christian Values, our School Mission Statement and our school motto '**Love One Another As I Have Loved You**'.
- 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 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 identified vulnerabilities and Special Educational Needs/Disability (SEN/D).

Assess: Assessment is a regular ongoing 'formal' and 'informal' process undertaken by all who are involved with the child including; the child themselves, their parents/carers, teachers, support staff and outside agencies as appropriate. Assessment is undertaken to ascertain 'where' the child is now in their learning journey and what needs to be provided to enable them to achieve the next steps in their learning.

Plan: Based on assessment outcomes, teachers plan a differentiated curriculum to meet the needs of individual and/or groups of children. This, at times may include planning alongside outside agencies that may be supporting individual and/or groups of children.

Do: 'Quality First Teaching' is the starting point for all children, delivered by skilled and dedicated staff. Alongside this and as part of the 'differentiation' process children may be identified to participate in small 'focused' provision' or 'intervention' groups. These activities/tasks may be delivered by; the class teacher, teaching support assistants, outreach support workers or specialist providers (e.g. sport, dance, food worker etc.)

Review: Provision for all children is 'Outcomes' based and therefore measurable, either in a quantitative or qualitative way. Review may include, as appropriate, the child's class teacher, along with other key staff, the child and child's family. Outcomes of the review process will determine 'next steps'.

Class teachers and Learning Mentor work closely with the school SENCO and regular progress meetings are held and documented.

Any outside agency that is working regularly with a child, liaises with the child's teacher, Learning Mentor, SENCO and parents/carers.

SEN/D Needs:

Children and young people's SEN/D are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction : **Examples of provision includes;**

- 'Quality First Teaching', using children's interests as a vehicle for planning appropriate tasks and activities.
- Access to an outdoor curriculum
- Whole class/small group/individual groupings, tasks and activities
- Visual Timetable/visual prompts
- Sand timers to support transitions
- Use of 'Social Stories'
- 'Lego Therapy'
- Focus groups e.g. 'Team Building' group etc.
- Appropriate ICT software/programmes
- Support from outside agencies as appropriate
- Regular reviews which include children themselves and their parents/carers
- 'First, Now, Next' boards
- Provision of 'Quiet' spaces
- Access to a 'sensory' curriculum

2. Cognition and Learning : **Examples of provision includes;**

- 'Quality First Teaching', using children's interests as a vehicle for planning appropriate tasks and activities
- Access to an outdoor curriculum
- Access to high quality I.T. and software

- Robust assessment procedures, including regular reviews of individual and groups of children. Including the child and their parents/carers
- 'Early Identification' and 'screening' strategies
- Differentiated 'skills based' curriculum
- '1ST Class @ Number' (Mathematics Intervention programme)
- A2Z Write (Literacy Intervention programme)
- Neurological Developmental Delay Programme (NDD)
- Access, for all children, to a 'Creative Curriculum'
- 'Intervention' programmes to support children in basic skills, e.g. Literacy and Mathematics
- Focused phonics groups
- Focused writing groups
- Focused number groups
- Ongoing dialogue/communication with all outside agencies involved with children and their families
- Access to outreach services as appropriate

3. Social, Emotional and Mental Health Examples of provision includes:

- 'Quality First Teaching'
- Consistent routines
- Consistent adults
- Clear routines and boundaries
- Visual timetable/visual cues
- Sensory curriculum
- Access to outdoor provision and the school allotment

- Relaxation techniques including; breathing exercises, visualisation, peer and self- massage
- Access to outreach services as appropriate
- 'Playground Buddies'
- Peer support
- 'Theraplay'
- CAMHS Training
- Seedlings - Counselling
- Play Therapist

4. Sensory and/or Physical Needs Examples of provision includes;

- 'Quality First Teaching'
- Access to a sensory curriculum
- Visual timetables and cues
- Supportive high quality I.T. and Software
- High quality outdoor equipment meeting the various 'learning styles' of children
- Access to quiet spaces
- Access to outreach services as appropriate
- Neurological Developmental Delay Program (NDD)

As of September 2018 we have 13% of the school population receiving SEN/D support. We have both internal and external processes for monitoring quality of provision and assessment of need, including; L.A. Moderation, analysis of teacher assessments, data analysis, 'Raise on Line' information, pupil progress meetings, SENCO/teacher meetings, 'Learning Walks', accreditations (Inclusion Charter Mark/Basic Skills Award, NACE Award)

Co-producing with children, young people and their parents

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

Action/Event	Who's Involved	Frequency
One page 'Pupil Profiles'	Child, Parents/Carers, Learning Mentor, SENCO/Class Teacher.	As required
Parents/Carers Evenings	Parent/Carer, Year Group Teachers	Three times a year
Foundation Stage 'Drop-In' sessions	Children, Parents/Carers, Class Teachers, Class Teaching Assistants.	Weekly
Parent/Carer Workshops/Courses	Parents/Carers key school staff, Workshop/Course facilitators	Various dates throughout the academic year
Transition Meetings	Child, Parent/Carer, SENCO, Learning Mentor, Class Teachers, Key support staff, Key staff/adults, from child's previous/next setting, outside agencies as appropriate.	At points of transition e.g from home to school, year group transfer, key stage transfer, moving to new school
Early Help Assessment Tool (EHAT) reviews	Child, Parent/Carer, Class Teacher, Learning Mentor, SENCO, key agencies.	As required
Education Health and Care (EHC) plan reviews	Child, Parent/Carer, Class Teacher, Key Support staff, Learning Mentor, SENCO, outside agencies as relevant, L.A. representatives.	As required
Application for Top-Up funding	Children, Parent/Carer, Class Teacher, SENCO, L.A., outside agencies as relevant.	As required

Staff Development and Qualifications

- We are committed to developing the ongoing expertise of our staff.
- All teaching staff have appropriate teaching qualifications and are educated to degree level with a number of staff having achieved 'Masters' level.
- All teaching assistants have relevant qualifications e.g. N.N.E.B, NVQ Level Two/NVQ Level Three
- The Governors, Head Teacher and Senior Leadership Team are committed to the ongoing professional development of all staff.
- The school SENCO, Teaching and Support Staff attend regular and current training related to all aspects of SEN/D. Including; **'Quality First Teaching', SENCO briefings, 'Theraplay', British Sign Language, Mindfulness, CAMHS Training, ASD/ASC Training, Dyslexia/Dyscalculia training, Dyspraxia Training, SPD Training, Sensory Diet Training, 'Supporting Medical Needs' Consortia Meetings, Numicon training, TEACCH training, Speech and Language training, EHAT training, 'Outcome Star' training, 'Lego Therapy' workshops, EHC plans training, 'Person Centred Planning' training, Behaviour Management training, 'Neurological Developmental Delay' (NDD) training, Paediatric First Aid training, use of Defibrillators, 'Epi Pen' awareness, EAL/SEND training.**

Staff Deployment

- Considerable thought, planning and preparation goes into utilising our support staff, class teachers and Learning Mentor to ensure children achieve the best outcomes, this includes supporting children in gaining independence and being prepared for the next stage of their lives and for adulthood from the earliest possible age.
- The strengths and skills of support staff are taken into account when allocating them to classrooms, groups of children and individual children.
- Alongside teachers, support staff deliver identified 'Focused Provision' group and individual work/activities, 'Intervention' work/activities and classroom support.
- All provision is 'needs' driven and progress and outcomes are monitored by the Learning Mentor, SENCO, Head Teacher and SEN/D governor.

Finance

Our notional SEN/D Budget for the academic year 2018-2019 is £127,680. Funding will be utilised to support progress over time for identified children. Examples include contribution to;

- Additional Teaching staff (additional to 'Quality First Provision')
 - Additional Teaching Assistants
 - Outreach Provision
-

-
- ICT resources
 - CPD Training

We believe this will benefit our pupils and their families in the following ways:

- Ensuring 'Early Identification'
- Timely and targeted intervention
- Ensuring 'Person Centred' planning and provision
- Staff having quality time to spend with a child's parents/carers to ensure meaningful communication and collaboration are at the heart of the SEN/D process.
- Relevant staff training ensuring highest quality provision in each classroom.

School External Partnerships and Transition Plans

The school works closely with a range of external partners.

A full list of our external partners can be found in our contribution to the Local Offer. (see link at beginning of this document)

There are rigorous procedures and strategies in place to support children at each stage of transition and at each phase of their education, including when children transfer to us from other schools/ settings and when children leave us to join the junior school at Key Stage Two.

Robust transition procedures, include us working closely with St Cecilia's Junior School, with our local children's centres, this, alongside our home visits support children and their families when joining our nursery.

Meetings take place during the summer term to work with children, their parents/carers relevant agencies and key staff to ensure individual transition plans are in place to support children as they transfer to the next year group or key stage.

Complaints

Complaints are dealt with in accordance to our 'Complaints' policy.

What Has Worked Well This Year;

Things that have worked well include;

- Working closely with children's families
- Learning Mentor's focus on improving attendance
- 100% of pupils identified with SEN/D participating in extra-curricular activities
- Pupils identified with SEN/D represented on the School Council
- Training for support staff
- Working closely and sharing 'best practice' with consortia colleagues/schools
- Close working relationships with outreach providers and other agencies
- Renewal of the Inclusion Charter, Dyslexia Quality Mark, and Basic Skills Quality Mark
- Established an 'Inclusion Team' comprising of; SENCO, Assistant Head and Learning Mentor
- Introduction of school-based Seedlings therapist

Further Development

Our strategic plans for developing and enhancing SEN/D provision in our school includes;

- Staff to continue to work collaboratively with children and their parents/carers to formulate meaningful, person centred 'One Page Pupil Profiles'
- To work with 'School Improvement Partner' (SIP) to evaluate SEN/D throughout the school
- Review of evaluation and analysis of focused provision and interventions.

In preparing this report we have included staff, parents/carers and children through discussion and evaluation of feedback from questionnaires.

Relevant School Policies Underpinning This SEN/D Information Report Include:

- SEN/D Policy
- Teaching and Learning Policy
- Marking Policy
- Assessment Policy
- Equal Opportunities Policy
- Behaviour and Discipline Policy
- Safeguarding Policy
- Medication Policy
- Neglect Policy
- Young Carers Policy
- Accessibility Plan
- Access Audit
- Equality Objectives

Legislative Acts Taken Into Account When Compiling This Report Include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Code of Practice 2014

Date reviewed/presented to and approved by Governing Body:

Updated September 2018

Review Date:

September 2019

