

WHITEFIELD PRIMARY SCHOOL

The School Offer 2020- 2021 Support for pupils with Special Educational Needs and Disabilities

Identifying Special Educational Needs

- We hold pupil progress meetings every term and discuss every pupil in school. Meetings are held with our Headteacher Mrs Wright, our Inclusion Manager Mrs Beale, each class teacher and the supporting members of staff who work in the classes and deliver interventions;
- If pupils need support that is additional to or different from what is usually provided within class, we may identify that pupil as having Special Educational Needs and place them on the SEN register;
- Pupils may also have a pre-existing condition or disability that has been diagnosed by healthcare professionals and therefore require individualised provision within school;
- Parents may offer information about concerns they have regarding their child's development, in which case, the pupil will require additional monitoring;
- Pupils may transfer into school, having already been on the SEN register in another school. In this instance, we would work closely with the other setting and parents to ensure effective provision is transferred over;

Teaching and learning for children and young people with SEND

- There is a full time Teaching Assistant in every class who works with the class teacher to ensure that every child receives the level of targeted support they require within lessons;
- Pupils on the SEND register may access SEN provision to meet their individual needs. This provision may take the form of additional adult support, interventions within class, withdrawal for intervention or support from outreach providers;
- Some pupils are eligible for High Needs Funding and these pupils may require 1:1 support to facilitate their inclusion within a mainstream setting;
- We have trained staff who are able to deliver the range of interventions included in table 1. The list is divided into the interventions that can be used to meet each of the different types of SEND outlined in the SEND Code of Practice, 2015.
- Pupils are allocated to interventions based on their individual needs. The majority of interventions are time-limited with the intention of pupils receiving intensive support so that they become able to learn and interact with greater independence

The whole staff use an attachment and trauma sensitive approach, this supports the needs of all learners.

Table 1: Interventions available within Whitefield Primary School

<ul style="list-style-type: none"> • Cognition and Learning 	<ul style="list-style-type: none"> • Sensory and/or physical
<ul style="list-style-type: none"> • Additional phonics Multi-sensory phonics • The Reading Recovery Programme Numbers Count • First Class Number Five Minute Maths • The Hickey Multi-sensory Language course Fisher Family Trust • Better Reading Partnership Toe-By-Toe • Phonological Awareness Training Precision teaching literacy and maths Booster groups • Multi-sensory spelling and handwriting 	<ul style="list-style-type: none"> • Multi-sensory handwriting intervention Dough Disco • Clever Fingers • Yoga and mindfulness Peer Massage • Physical aids – writing slopes, fidget toys and weighted blankets etc. • Sensory breaks and play • Fine and gross motor skills interventions • Outside agency: • OT programmes • Physiotherapy programmes • Sensory support service
<ul style="list-style-type: none"> • Communication and interaction 	<ul style="list-style-type: none"> • Social, emotional and mental health difficulties
<ul style="list-style-type: none"> • LEGO therapy • Social Thinking • Well Comm • Early Talk Boost • Talk Boost • KS2 Talk Boost • Talking Partners • Time to Talk • Socially speaking • Comic Strip conversations • Social stories • Socially Speaking • Drawing and Talking • Outside agency: Speech and language therapy programmes 	<ul style="list-style-type: none"> • Lego therapy • Yoga and mindfulness • Massage in schools • Drawing and Talking • Play Therapy • Seasons for Growth • Time to Talk • Socially speaking • Social Thinking • Forest schools • Think Yourself Great • Comic Strip conversations and social stories • Pet therapy • Counselling/key worker • Outside agency: i) CAMHS ii) Schools family support service iii) Little Seedlings iv) OSSME & ADHD Foundation

Adapting the curriculum and additional learning support available

- The school recognises that children are at different levels in their learning and learn in different ways;
- The school delivers Quality First Teaching to all our pupils and our teachers and support staff are experienced at providing the scaffolding pupils require in order to learn and make progress;
- The school delivers an inclusive learning challenge curriculum in order to engage and interest all pupils. Tasks for pupils in class will be adapted so that all children are able to learn;
- We offer small group support and individual support when needed in the main class. We also run a wide range of interventions for children who need to boost their skills in particular areas of the curriculum;
- There are a number of spaces around school where interventions with small groups of children are delivered by a member of staff;
- Table 2 includes the various different teaching approaches and resources that class teachers have available to them in order to adapt teaching and learning approaches and increase accessibility to pupils.

Table 2: Inclusive approaches and/or resources available in school

Resource	Purpose	Age Range
Numicon	To aid in the teaching and learning of maths skills. An excellent resource to support learning of all pupils and particular effective for children with learning difficulties	3-11
Storytime Phonics	A structured and multi-sensory tailored approach to teaching phonics to pupils in early years and Key Stage 1.	3-8
Wide range reading materials	To engage learners at all levels of ability with reading texts across a wide range of genres.	3-11
Seesaw	An online learning journal for all children in school to capture work and learning activity. This is accessible by parents/carers.	3-11
Widgit Symbols Software	A resource that enables staff to create visual timetables, prompts and tasks for pupils with speech, language and communications needs and those who are new to English.	All
Spelling Shed and Times Table Rockstars	An online games based learning programme for all abilities where children can practice their skills at the individual level they are working at.	All
Zones of Regulation	Staff use a zones of regulation/social thinking approach to classroom management and enabling children to regulate.	All
Technology	Staff can use Ipads, VR goggles and other technology to increase access to curriculum	All
LGFL suite	A series of online resources to support children's learning, parental support and staff cpd and understanding	All

Evaluating our SEND provision

- We assess the progress our pupils make when they access an intervention each term and how effective the intervention has been against the intended outcomes;
- We ask parent/carers and pupils to contribute to the evaluation of Personalised Learning Plans;
- We hold Person Centred planning meetings annually for pupils with High Level needs;
- Parents/carers contribute their views on their child's learning through See Saw.
- We ask parents and carers to contribute their views through our termly parent view questionnaires which are available on parents evenings;
- We ask parents and carers to complete our online survey which is available on our website and on parent's evening ;
- We review our SEND and Inclusion policies annually;
- We use online systems - CPOMs and Edukey to capture information and monitor trends and effectiveness of provision
- Assessing SEND pupil progress
- Termly evaluations of intervention programmes;
- Termly pupil progress meetings;
- We review Personalised Learning Plans for all pupils on the SEN register every term;
- For pupil's who make smaller steps of progress, we use an assessment system called PIVATS 5 to track individual progress;
- We assess pupil's Reading Ages and Spelling Ages to provide standardised scores which demonstrate individual progress following interventions;
- We use the Strengths and Difficulties questionnaire to assess progress made for pupils in social and emotional development following targeted intervention for social, emotional and mental health difficulties;
- We ask parents, carers and pupils to contribute to all reviews;
- We work with outside agencies to assess pupils with higher level needs. This may involve our school Educational Psychologist, EMTAS, outreach providers, Speech and Language Therapists, CAMHS, Community Paediatricians, Occupational Therapists or other health professionals.

Support for overall well-being

- We have a Well being lead teacher - Ms L Cunliffe who has been trained in different areas of well being and is a Mental Health first aider
- Where there is a medical need, staff work closely with health professionals to personalise provision to ensure these needs are met;
- We have a school nurse who delivers regular drop-in sessions for parents and is available for direct contact and to attend relevant meetings;
- Medication can be administered in school if school are in receipt of a signed medication administration permission form from parents;
- Staff support pupils to ensure that pupils who require pastoral support can access that support at the time it is needed;
- A variety of pastoral interventions are available in school – see our provisions list outlined in table 1.

Specialist Services

As part of the graduated response to special educational needs, school can request further advice, support or assessment for pupils from specialist services;

These specialist services include;

- Educational Psychology Service
- Speech and Language Therapy Services
- Occupational Therapy Service
- Community Paediatrics
- CAMHS
- Little Seedlings therapeutic provisions
- Childrens' Services
- ADHD Foundation
- OSSME

School staff will work closely with these specialist services in order to personalise provision to the individual needs of each child.

- On staff Mrs Cotton is training as an AMBDA level 7 qualified Dyslexia specialist Teacher
- In addition to the Inclusion Manager, Emma Doran, Early Years Manager is a qualified and experienced SENCo
- Mrs Gaskell is a qualified forest school teacher

Funding

- The school sets aside money in the overall budget to provide support for children with additional needs. This will include the cost of providing support staff throughout school, the use of outside services and also the cost of equipment and materials to support children.
- The school can access support from outside agencies for pupils with additional educational needs. Referrals to these services are made by the inclusion manager after meeting with parents to discuss needs.
- School is responsible for up to £6000 initially to fund support for individual pupils with higher level needs. If it has been determined by the team of professionals supporting an individual pupil, that further provision is required, school are able to apply for High Needs funding from the Local Authority. The amount allocated to individual pupils is agreed by the High Needs Funding Panel at Liverpool City Council and is then added to the £6000 of funded support;
- Pupils with Education Health and Care plans may or may not also be eligible for High Needs funding. If they are eligible, school will need to apply through the usual process for High Needs Funding. Pupils with EHC plans may also be eligible for a Personal Budget for agreed spending on specific areas of need. This budget is negotiated between the parent and Local Authority during the EHC process.

Parent/carers consultation

- Parents and carers are invited into school regularly to discuss their child's progress;
- Parents and carers are encouraged to make appointments with the class teacher and/or inclusion manager to discuss any concerns or additional needs a pupil may have.
- Parents/carers views are sought termly through our parent view questionnaire and online all year through our website survey. Parents/carers are also asked to contribute to Personalised Learning Plan reviews, person centred planning meetings and regular face-to-face informal meetings to discuss progress;

Transition arrangements

- Our Inclusion Manager Marie Beale attends the SENCO transition forum in June to transfer information regarding the provision for pupils with SEND. This year detailed online forms were completed and telephone and zoom meetings held.
- Our Early Years Manager Emma Doran attends LA Transition events for new reception children and also Everton Children Centre to transfer information regarding the provision for pupils with SEND. This year online forms were completed and telephone and zoom meetings held, along with face to face meetings with new parents and children
- A whole transition programme is developed for Year 6 learners, supported by external agencies and professionals from receiving schools
- We encourage receiving school SENCo to meet our pupils with SEND individually in our school alongside parents/carers and their class teacher;
- Additional visits are arranged for pupils with SEND;
- For pupils who have High Needs Funding or EHCs, the receiving school SENCO is invited to attend the summer term transition review at school;

Accessibility

- We keep our children and parents/carers well informed about groups and activities running in school through the website, parent newsletters, twitter, parent drop ins, notice boards and our frequent face-to-face contact with parents. Over lockdown regular calls were made to parents/carers.
- We enable equal access to our groups and activities in school and make any reasonable adjustments necessary so that children with SEND can participate.
- We have a school Accessibility Plan sets out how the school intends to ensure accessibility to all aspects of school life for site users with SEND;
- Our website and seesaw have a language function to ensure parents/carers who speak English as an Additional Language can access information. EMTAs work closely with school to support EAL parents also.

Training

- Our staff receive regular and ongoing training specific to their roles in school and to individual or collective needs of our pupils;
- We access staff training through School Improvement Liverpool;
- We deliver INSET training throughout the school year which is specific to the needs of our pupils;
- This year we have accessed training across schools via school's consortia funding.
- During Lockdown staff have been able to access a wide range of CPD online to support inclusive practice

Extra-Curricular activities for SEND pupils

- The school runs a range of school clubs which are open to all pupils;
- We ask the children about what activities they would like in school and do our best to offer as many preferred activities as possible;
- Our SEND pupils have access to disability specific sports events that run across the city;
- We advertise disability specific events run by external providers across Liverpool on our website and through social media;
- We risk assess all school trips. Pupils with SEND will have individual risk assessment if appropriate and we will increase staffing ratios when individual pupils require a higher level of supervision and support on class trips;

Impact of Coronavirus

- School has taken account of the Dfe guidance for supporting children with SEND during the Coronavirus outbreak
- In line with guidance children with EHC plans have an individualised risk assessment which will be maintained through their transition back to school. We will work with parents and carers to support identified children to transition back to school in line with their needs, using a range of approaches including social stories, contact with key staff and phased returns.
- Where children are working from home due to shielding, illness or a lockdown scenario they will be supported to maximise access to learning as much as possible. Support for families is available from the Inclusion Manager and external services such as the ADHD Foundation, OSSME and SENISS
- Risk assessments have been completed to enable external specialists to work with children, and for intervention groups to happen in school where this is needed. Our approach to groups will minimise staff working across defined class “bubbles” and key stages. Social distancing will be applied by staff working with different groups of children.

Reviewed and updated 30 July 2020 Marie Beale

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