



“Together we can achieve anything”

“All Learners, All Valued, All Achieving...All of the time”

Northway Primary and Nursery School

SEN Information Report 2022/23

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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 identification is key, we work hard to support all children who present with a learning difficulty or who may require additional support to achieve their full potential. High quality first teaching and additional support is defined through our person-centred planning approach across the school, whereby the correct tools and strategies are employed. This then is a contributing factor to our provision management arrangements. As a school we base our processes of identification and administration of support upon the basis of the Assess, Plan, Do, Review format as set out in the Code of Practise (2015). These processes help us to regularly review and record what we offer all children or young people in our care under universal provision, as well as what we offer additionally. These processes embed our high expectations amongst staff of high 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. The Special Educational Needs Co-ordinator (SENDCo) Mr J Bayliss, liaises with the Head Teacher, Mr MJ Hargreaves to manage all SEND provision across school. The main role of the SENDCo is to provide support to all staff to ensure the correct provision is in place for all children identified with an additional need, to ensure that specialist support sought from outside agencies is coordinated and deployed effectively as per the priorities of the children. A further important duty is to coordinate support and communication with parents and families, ensuring an effective working and learning partnership between all parties.

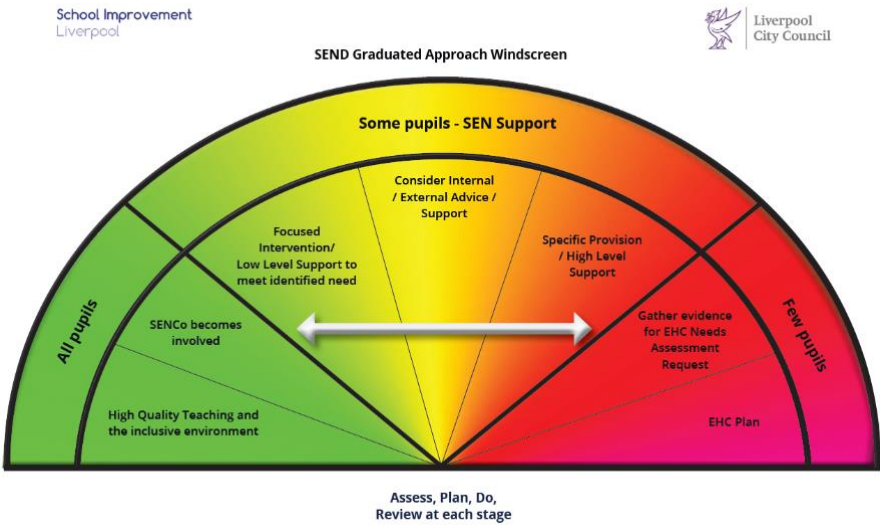
Aims and objectives of Northway Primary School in relation to SEND provision

At Northway Primary School we value all children equally whatever the differences in their abilities or behaviours and believe that every child is important. As a team we work hard to meet individual needs and provide opportunities for children to make good progress. We aim to ensure that our pupils at Northway Primary School gain equal access to education through whatever provision may be necessary. This personalised provision is determined through ongoing evaluation of each pupil’s needs and a commitment to shared decision making with parents or guardians.

At Northway Primary and Nursery school we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To create an ethos and educational environment that is person centred and encourage the participation of children and parents in the decision making, planning and reviewing of outcomes with regard to their provision
3. To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood
4. To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child, including those with special educational needs or disabilities
5. To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life activities, thus developing positive self-esteem with a long-term goal of independence

Graduated Approach to establishing provision and support



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).

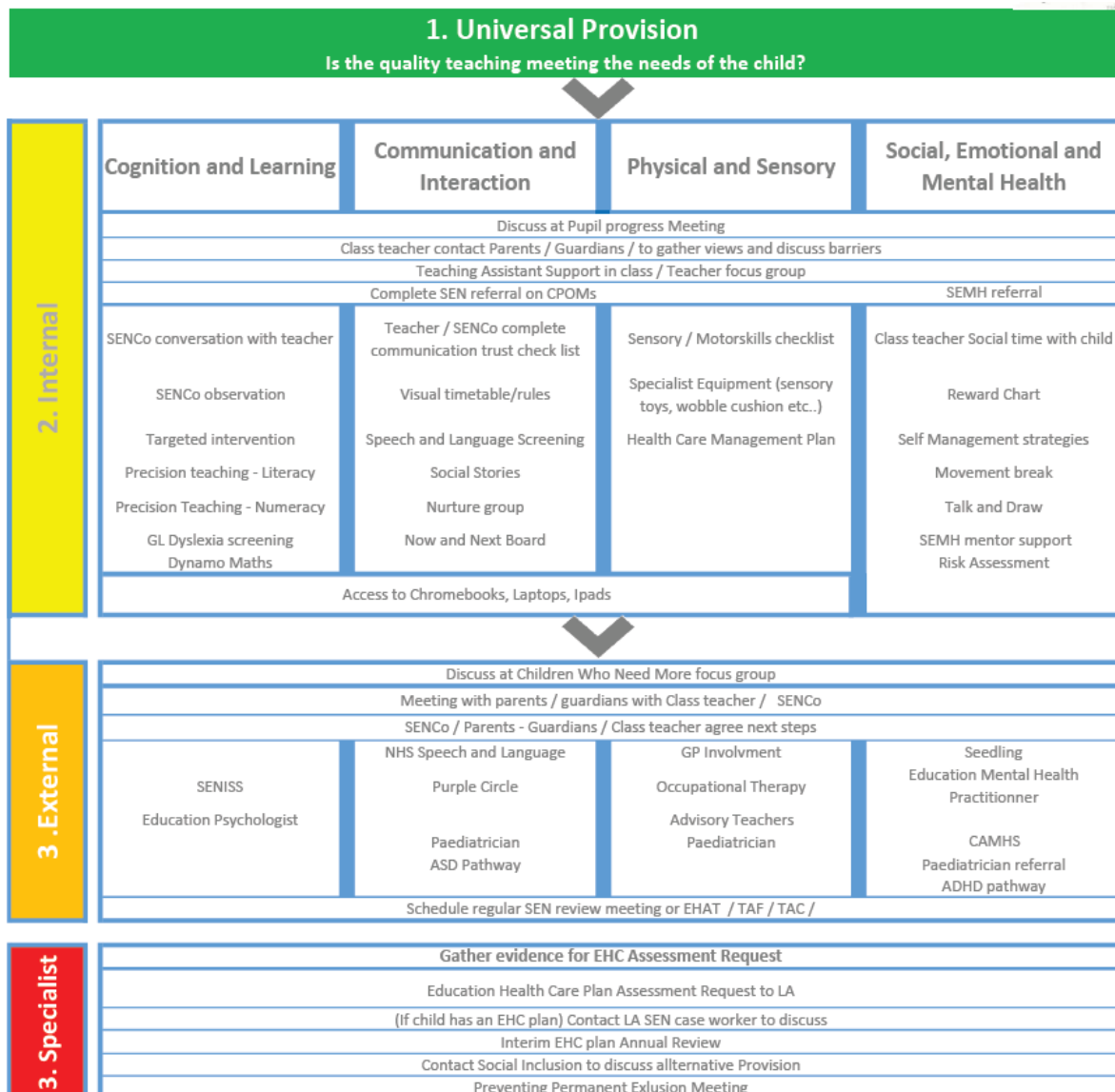
Plan: Class teacher observes / investigates what the possible barriers to learning may be for the child (e.g. not understanding instructions / not concentrating, easily distracted, anxious, needs visual support etc).

Do: Class teacher adapts planning, practice and environment to help meet children’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.

Once a cycle of Assess, Plan, Do , review has been completed and a child require support additional and different from the high quality teaching deliver in class their needs will be assess according to our pathway to support.



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 58 children on our SEND register, **47 children are at SEND school Support, 11 pupils have an Education, Health Care plan (EHCP) and 2 are currently going through the draft stage.**

As a school we have 13.7% of our school cohort identified as having special educational needs or disabilities (SEND), compared to the National figure of 16.6%. In school 6.2% of these children have an Education, Health and Care plan compared to the National Figure of 4.0%. 11 children are in receipt of high need funding.

29 children (%) of those listed on the register are identified as having SEN linked to Communication and Interaction (including speech and language difficulties, problems with social interaction or diagnosis of Autism Spectrum Disorder(14).

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

8 children (%) of those listed on the register are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD(15), ADD, Attachment Disorder and anxiety).

4 children (%) 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.

	Communication and interaction Provision
Internal	<ul style="list-style-type: none"> • Visual guides for classroom rules and expectations • Guided reading for decoding, comprehension and inference • 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 from Mentors as required • Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables, privacy boards • Talking Partners Intervention groups • Social skill groups e.g. Time to Talk, Socially Speaking • Lego Therapy KS1/2 • WELCOMM Primary intervention training delivered for intervention to commence September 22.
External	<ul style="list-style-type: none"> • NHS Speech and Language programmes provided by a Speech Therapist • Advice and support from Purple Circle Autism Outreach and SENISS • Merseyside Autism and Speech Therapy Limited • Refer parents to ADDvanced Solutions

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.

Cognition and learning Provision	
Internal	<ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child / differentiated planning • small group or one to one support when appropriate • Individual targets– • One Page Profile • 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.
External	<ul style="list-style-type: none"> • Referral to SENISS for assessment • Referral To Education Psychologist • Severe Learning Difficulties Outreach Services

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 an SEMH team made of two Mentors and lead by our mental health lead. This team is non-class based and provides intervention support for children who are experienced anxiety, lack of self-esteem and confidence, have difficulty in managing strong feelings; which impact on their own wellbeing some of whom will not be on the SEN register.

Our SEMH mentor also work with the SENCo to provide support to children whose learning difficulties create a barrier to building relationships, interact socially or manage their emotions in school resulting in 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.

Social, emotional and mental health Provision	
Internal	<ul style="list-style-type: none"> • Pupil profile • Small group or one to one support • Adaptations to the environment where necessary e.g. work station, individual visuals • ROAR Approach to mental health • SEMH Mentors; Individual or group support sessions • Behaviour Management Plan • Pass to access Smile For A While Lunchtime club • Friendship Group ,Socially Speaking Intervention, Lego Therapy • Talk and Draw Therapy • Quiet Café, alternative setting and dynamic for those who struggle with the busy nature of lunchtimes in the hall and on the yard
External	<ul style="list-style-type: none"> • Seedlings YPAS • ADHD foundation, • Education Mental Health Practitioner (EMHP) • Child and Adolescent Mental Health Services (CAMHS)

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.

Sensory and/or physical needs Provision	
Internal	<ul style="list-style-type: none"> • Quality first teaching (PE lesson / Yoga / Sensory break) • Adaptations to the environment where necessary • 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 • Fine and Gross Motor skills scheme of works • School OT programme of support and intervention • Sensory circuits for proprioceptive and vestibular sensory support
External	<ul style="list-style-type: none"> • Occupational Health (OT) programme written by OT, Sensory Diet • Outreach Sensory Team • Physiotherapists • Education Psychologist • Community paediatrics • GP • School nurse

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.

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. Our SENCo attended the School Improvement online SEN Briefing in March.

Other training has included:

- Safeguarding training for all staff
- PIVOTAL approach to behaviour
- CAMHs training re anxiety/bereavement - Mentors
- Personalised training re children with P. Griffiths
- Training for all LSAs in Awareness Raising of ADHD and supporting techniques
- Termly Consortia Meetings
- Outreach support meeting with Princes Primary – focusing on EHCP in Action
- Talk and Draw training

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.

Finance

The school SEN 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 used 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
- Education Psychologist 6 Assessments
- Weekly ½ day support from YPAS (Seedling) (Additional to CONSORTIA ½ allocation)

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 **5** children and young people with special educational needs or disabilities and we supported **3 children** transition to their next phase in education at a variety of High schools.

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:

- Providing children with SEND support and alternative provision via Seesaw
- Quiet Café, alternative setting and dynamic for those who struggle with the busy nature of lunchtimes in the hall and on the yard
- Improve the impact and effectiveness of the leadership of SEN within the school by identifying a member of staff to undertake the role of Deputy SENCo
- Improve attainment in KS1 and KS2 for Speech and Language on entry by introducing Wellcomm (GL Assessment) to identify areas of C/I need and provide support.
- Embed the principles of fundamental movement in EYFS and KS1 to support the development of children's fine and gross motor skills

- 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

• Further development

See SEND Action Plan 2021-2022 for strategic plans for developing and enhancing SEND provision for the next academic year

- Develop program of communication and interaction interventions for children identified as being significantly behind age related in KS1 and KS2. Review Communication and Interaction provision for EYFS, KS1 and KS2, identify key members of staff to be trained (Elkan) and deliver C/I interventions.
- Identified members of staff to be trained in Primary WELCOMM programme of intervention to ensure Speech and Language specific focus of C/I needs are addressed and supported across school.
- 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 through coproduction meetings for all referrals, support documents

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 Punctuality 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 policy and procedure.
- Communication with the parents/carers is maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership or governor if necessary
- Key issues are identified including where there is agreement, then a plan is put in to place

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Originally Written: Spring 2021

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Headteacher – Mr MJ Hargreaves