



SEND Annual Information Report

November 2023

How does the school identify children with special educational needs?

- Concerns can be raised by the child's class teacher, a parent/carer or the child.
- If there is a change in the child's progress or behaviour, the teacher will try different strategies to support the child. The class teacher will have a discussion with the SENDCo to discuss additional support and records of concern will be completed.
- Children's progress is continually assessed, monitored and discussed between the Senior Leadership Team and class teachers during pupil progress meetings. These meetings identify children who are not making expected progress and therefore require more targeted support.
- A child is identified as having SEND if, in order for them to make progress, they require additional or different support to the School's 'High Quality Teaching (HQT) and 'Enhanced High Quality Teaching' (EHQT) approaches.
- Children who are receiving regular adaptations to the learning environment or specific strategies to support their learning will have a 'Pen Picture' to outline barriers to learning and strategies used to support the child. This will be shared with teachers and teaching assistants involved with the child and will be adapted over time. Personalised behaviour plans will also be put in place to support children with social and emotional needs, where necessary/appropriate.
- Some children receive specific interventions under 'High Quality Teaching' provision. If a child is having 'High Quality Teaching' interventions for a short period of time, they will be identified to both staff and parents on the EHQT register. In addition to this, the children will be discussed at half termly "SEND Surgery" meetings with the SENDCo to record and monitor impact of interventions. Teachers will record ongoing correspondence and concerns on the Class Correspondence Sheets on the Google Drive to keep an open dialogue with the SENDCo. If children are still not making progress when this plan is reviewed, a SEND Support Plan may be devised in consultation with parents/carers. A child with a SEND Support Plan will be added to the SEND register. This plan will then become a working document which can be annotated on a regular basis to show progress towards outcomes and small

achievable targets are set. The class teacher manages the plan and actions and will meet with the child and parents/carers to share and review the plan every term.

How many children in the School have special educational needs?

What percentage is this of the school population?

From November 2023, there are a total number of **43 pupils on the SEND Register**, which is **20%** of the total school population.

There are currently **19 children on the EHQT register**, which is **9%** of the total school population.

This is a total of **29%** of children, at Valewood, who have additional needs.

*Please see Report to Governors on SEND Policy and Provision for comparison to last year's SEND figures.**

How many children in the School have medical needs?

Has the Medical Needs Policy been updated and is it on the school website?

There are 5 children who have medical needs and so have individual Health Care Plans. The Medical Needs Policy can be found on the School Website.

Number of children with SEND Support Plans, High Needs Funding and with Statements of SEND or Education Health Care Plans:

There are 43 Children with SEND Support Plans.

There are 12 children with EHCPs.

There are 21 children in receipt of funding from the local authority (HNF/Group HNF and EHC).

What types of special educational needs does the School currently provide for and how is this proportioned?

<u>1. Communication & Interaction</u> 17 pupils	<u>2. Cognition & Learning</u> 16 pupils
<u>3. Social, Mental & Emotional Health</u> 5 pupils	<u>4. Sensory and/or Physical</u> 5 pupils

Attendance of pupils with SEND as compared to whole school population

*Please see Report to Governors on SEND Policy and Provision for comparison to last year's SEND figures.**

How is provision determined and how does the School evaluate the effectiveness of its provision?

- Teachers have regular and relevant training and access to resources in order to provide good 'High Quality Teaching'. Pupils who access continual differentiation/adaptations to learning may have a 'Pen Picture' to outline barriers to learning and strategies to support or be in receipt of a personalised curriculum. Some pupils may also have an individual behaviour plan, if this is appropriate to their level of need.
- Pupils who are making slow progress may access interventions that are more than the teachers' differentiation within High Quality Teaching'. A record of these interventions is kept by the SENDCo in half-termly SEND surgery meetings with class teachers and on SEND Surgery Proformas and Class Correspondence Sheets. Children on our high quality teaching register will be receiving 'high quality teaching' provision. When the impact of the additional support or interventions is reviewed, if children are not making progress or are in need of additional and different provision, then a SEND Support Plan will be implemented in conjunction with the parents and the child.
- The process for implementing SEND support is described in the 2014 Code of Practice as the 'Graduated Approach' and has four stages:

Assess

Our school will gather all information available, to gain an accurate picture of the child's needs. This could include teacher, pupil, parent and outside agencies' views and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and used to discuss primary concerns with the relevant personnel.

Plan

A SEND Support Plan will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan, which will include: high quality inclusive teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets will be measured. Any focused support from a teaching assistant in class and outside of class will also be noted on the plan. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise a pupil's contact with his/her class teacher. Resources to ensure access to curriculum or environment.

Do

Once pupils have a SEND Support Plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set.

Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time, they will ensure that they talk to the SENDCo for further advice.

Review

- A review will take place within a timescale. Interventions will be evaluated along with the view of the child and the child's parents/ carers. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review, further options may be put into place: advice or assessment may be requested from outside agencies. Top up funding may be requested from the LA if the cost of support goes beyond the £6,000 threshold provided by schools. This is accessed through a High Needs Funding Application (in exceptional circumstances) which shows an efficient plan that is likely to succeed. Parents and/or school can apply for an Educational Health Care assessment if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time; this will allow access to funding and more specialised support channels for the child.

The effectiveness of this provision is monitored through:

- Children with SEND Support Plans will be tracked using BSquared to evidence small steps of progress.
- Pupil progress meetings held with the Senior Leadership Team will look closely at the provision children are receiving and the impact it is having on children's progress.
- Senior Leadership will monitor high quality teaching through classroom observations and learning walks. The SENDCo will also monitor high quality teaching alongside lesson observations with the Senior Leadership Team.
- Half-termly SEND Surgery meetings between class teachers and SENDCo, where relevant interventions, additional provision and any concerns are raised and discussed. The record of intervention proforma is filled in by the class teacher and then signed off by HO'H/JM (SENDCo Team).

How is progress monitored?

- Progress is monitored through tracking of progress across the year. This is monitored during termly pupil progress meetings. Half-termly data is collated by class teachers and children causing concern will be discussed and appropriate support will be put in place.
- Children with SEND will have a SEND Support Plan and their progress will be tracked using BSquared. This will be reviewed 3 times across the year and monitored throughout.

- Children with EQF provision will be identified on our high quality teaching register and will be discussed at SEND surgery with the SENDCo. This will ensure that a record of the impact of interventions is closely monitored by both class teachers and the SENDCo.

Are all relevant plans in place?

All relevant plans are in place including SEND Support Plans, which will be discussed and signed during termly parent's evenings. A record of parent views sheet will be filed by the SENDCo. Health Care Plans are in place for those children with medical needs and are reviewed regularly with the school nurse.

SEND

High Needs Funding (top up) from the LA and funded EHCPs for 21 named pupils: **£147,443**

- TA in-class support- differentiation and personalised interventions
- In one exceptional case, this is playing for a 1:1 teacher in our Y4 class.
- We have an additional teacher who is funded for Reception, Y1 and Y3.
- Resources/ specialist equipment such as fine motor grips, coloured overlays
- Computer programs; Nessy and Maths Shed/Spelling Shed
- BSquared computer based assessment program
- Teachers' time out of class to work with SENDCO/ ICON/ Educational Psychologist/SALT etc.

Average cost of SEND Support Plan

- The average cost of SEND Support Plan depends on the complexity of the child's needs and the provision that they need to make progress. Children who have HNF/Funded EHC Plans in place will be receiving support above 6,000.

How are school resources deployed?

Number of TAs:

- TAs are deployed with regards to number of HNF pupils within the class - additional to the class TA and additional TA hours for £6K pupils:

We have 21 children who are in receipt of additional funded adult support (either through HNF, Group Funding or funded EHC plans). Some of the TA support is through permanent contracted TAs. Our school budget does not allow for class TAs in each department.

- 14.6 FTE Teaching Assistant (17 personnel due to some shared roles)
- 1 0.4 Teaching Assistant (Additional Cover for PPA/SENDCO time)
- 2 FTE equivalent 1:1 Teacher

Equipment and any adaptations:

- Fine motor resources such as pencil grips and twist write pens

- Coloured overlays
- Coloured pages/paper/ books
- Raised line books/pages for children diagnosed with Dysgraphia.
- Specialist equipment such as use of laptop in class/ specialist keyboard for dyslexia.
- Physical disability equipment: adaptable table, specialist chairs, standing frame
- IPAD programs such as Nessy
- Sensory Resources – Weighted Blanket

Are there any budget/resource issues in terms of SEND Provision?

Valewood is still experiencing significant financial pressures from supporting children with complex SEND.

- Some children have additional resources in place in order to support their complex needs that go beyond the £6,000 expected to be spent by the school. School has to pay well above the first 6,000 to cover the cost of a 1:1 Teaching Assistant (within on-costs to school) when a child has HNF/funded EHCPs. The schools resources are currently exhausted. *This is why permanent, contracted TAs support 1:1 SEND children in some classes.*
- As the schools SEND percentage is higher than the national average, additional EP time is purchased, our biggest expense at present is Educational Psychology time. For 2022/2023, we have purchased 51 additional hours of EP time, on top of the allocated 12 hours given to us by the local authority. This brings the total to 63 hours of EP time.

When was the SEND Policy Last Reviewed and when will it be reviewed next?

- The SENDCo last reviewed the SEND Policy in November 2023 and it will be reviewed again in November 2024 or earlier if there are any significant changes to make.

When was the SEND Information Report reviewed and updated?

- November 2023

Has the SENDCo undertaken the necessary training?

- Both SENDCos has passed the National Award for SEND Qualification.
- The SENDCos work closely with the ICON and other outside agencies for advice and support.
- The SENDCo is meeting with MAT schools for networking and cross-school collaboration.
- The SENDCo has set up Class Correspondence Sheets, which are live documents, which keep the dialogue between SENDCos and Class Teachers open and consistent.

Have the relevant staff members received appropriate training to support the children in our School?

Yes all staff have attended numerous training sessions around SEND including;

- SEND Support Plans
- The Code of Practice
- Precision teaching
- SEND Resources and SEND Register
- Sensory Processing- Autistic Spectrum Condition
- Motor Control
- Dyslexia Friendly Classrooms
- Social and communication workshops
- Personalised training for individual children through SALT, OT, Together Trust.
- Positive Handling Training
- Training regarding the use of visuals in the classroom.
- Attachment and trauma training/ACES training.
- Trauma Aware Schools accreditation training.
- EYFS Autism Training
 - *SEND Staff meetings are planned regularly and relevant training is provided when needed.*
 - *SEND Memos and Update Emails are distributed to staff regularly.*

Which external agencies and support agencies are the School working with and how well is this working?

All agencies report that they are working positively with families/ children and have a positive impact on pupils' engagement which results in at least good progress for all the pupils.

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Educational Psychologist
- School Nurse
- Inclusion Consultant

- Social/Communication Team
- CAMHS
- Specialist Dyslexia Teacher
- Brighter Horizons Counselling
- AIM (Adoption in Merseyside)

All external agency support is working well to meet the needs of pupils and in providing support for class teachers and TAs; for example by providing specific intervention programs and advice and support for children.

How does the School work collaboratively with parents?

- Parents are involved in discussing children's needs and progress during parents' evenings and they are also invited into School for Review Meetings for their children with SEND.
- Parents are included in the graduated approach through reviewing and developing SEND Support Plans and Records of Intervention.
- The class teacher and SENDCo have regular meetings and phone conversations with parents.
- Coffee mornings have been reinstated, following the COVID-19 pandemic. Over the course of autumn term, parents have received guest speaker support from: Active Sefton, The ADHD Foundation, Sefton SENIS, Waterloo Family Wellbeing Centre (sleep advice) and Merseyside Youth Association.

How does the School include pupil voice in plans and provisions?

- SEND Support Plans are shared with children and their views are always taken into consideration.
- Children's views on their own progress and effectiveness of interventions are respected and recorded on their SEND Support Plan.

What is going well?

- All staff are competent in providing quality teaching and learning and differentiated learning experiences for all children.
- Pupil Pen Pictures/ personalised behaviour plans have been implemented to outline children's barriers to learning and strategies to be used. Records of Additional Provision and SEND Support Plans are in place to monitor children's progress as part of the graduated approach. Teachers have developed the SEND Support Plans further to suit the needs of the children.
- There is consistency in what we provide as quality first teaching, high quality teaching and specialist provision.
- Teachers are using BSquared to track and plan for children with SEND and EHQT provision.

- BSquared is being used to monitor interventions and record impact on SEND Support Plans and in SEND surgery meetings.
- SENDCo is tracking SEND Pupils using BSquared data to monitor progress.
- Early identification of SEND for all pupils.
- Excellent transition arrangements for children with SEND.
- Pastoral Support Assistant- Caroline Mitchell (Working alongside SENDCo/AHT to support parents).
- Class Correspondence Sheets – working documents
- Early Identification of SEND is of an exceptionally high standard at VPS.
- Our High Quality Teaching offer is also of an exceptional standard and has been commented upon by external professionals.

What is going less well and needs to be improved?

- Early referrals to outside agencies due to long waiting lists. For example, the current waiting list for speech and language referrals is 14 months long.
- Complex needs and high levels of additional support required in Reception is leading to significant challenges.
- Continue to work on the whole school provision map.
- Continue to support teachers in the teaching of Writing for children with SEND (taking into account the pre-key stage standards outlined by the local authority).

Updated by SENDCo: Mrs Hannah O'Hara

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