



Information

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<i>Local Offer Contribution:</i>	Click on the Early Help Directory at www.liverpool.gov.uk to view our school's Local Offer.

Special Educational Needs at Christ the King School

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.

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 special educational needs.

Assess: Class teachers are constantly assessing children informally throughout the academic year and formally assess them at least half termly. Pupil progress data is analysed by both the class teacher and our Assistant Head (Assessment). Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress.

Plan: Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. Children on the SEND register also have an Individual Education Plan or Learning Journey with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend One Page Plan and Profile planning meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or intervention are carried out. Class teachers ensure that all pupils receive quality first teaching and small group support from themselves within lessons. There may be times when targeted support is provided by other members of staff such as a teaching assistant or another teacher. The class teacher works closely with other adults who work with children in their class, over-seeing provision and discussing progress and next steps with them.

Review: The class teacher reviews the child's progress against the targets set. Parents and, where age and ability appropriate, the child, are included in a review of the One Page Plan. New targets are then set and the assess, plan, do, review cycle continues.

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.

SEN Needs:

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

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills:	May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
Understanding / Receptive Language:	May need visual support to understand or process spoken language. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.
Speech / Expressive Language:	May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological (Speech Sounds) awareness still fairly poor and therefore their literacy can be affected.

The school works closely with speech and language therapists where they are involved with individual pupils and carries out work and support activities recommended by the SLT with individual pupils. The SENCo is trained in the SLT referral process.

The school also provides small group support based around the development of communication and interaction skills. Such as *Time to Talk* for EYFS which will be carried through to Key Stage 1. There are other social and communication bespoke interventions used throughout the school. The school invested in a range of social interventions throughout the year eg. Fireworks in my stomach etc. covering a range of issues such as anxiety and anger.

Cognition and Learning Needs

Children may have difficulties with the skills needed for effective learning such as the use of:

Language, memory and reasoning skills
 Sequencing and organisational skills
 An understanding of number
 Problem-solving and concept development skills (Being able to categorise, hold in memory and understand the next blocks of learning)
 Fine and gross motor skills (Motor skills is an action that involves using muscles. Gross motor skills are larger actions and fine motor skills are smaller actions e.g. Handwriting)
 Independent learning skills
 Exercising choice
 Decision making
 Information processing

This is a broad area of SEN and the school offers a variety of individual support within appropriately differentiated high quality lessons. Some examples of the provision offered by our school are:

- Access to in class additional 1:1 support
- Access to in class small group support
- Additional small steps assessment (PIVATS)
- Periods of withdrawal for specific English focus
- Periods of withdrawal for specific maths support
- Speech and language support delivered by LSA
- Speech and Language support delivered by therapist
- Occupational/physio-therapy delivered by therapist
- I.C.T. specific hardware and software
- RWI 1:1
- Precision teach
- Regular reader programme
- Social support group

- Social support 1;1
- Positive Playground Scheme
- CAMHS
- Access to before/afterschool/lunchtime club
- Further examples can be found in the whole school provision map.

Emotional, Mental and Social Health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

The school provides a supportive and caring ethos and aims to support children's social, emotional and mental health through fostering a safe and secure environment. The school also offers *Social Stories* for those children who need support with understanding social situations. We have a range of social intervention programmes.

School signposts services such as 'Rainbows' for bereavement support. We regularly undertake a 'Positive Playground' intervention for those children who struggle to access lunchtimes with their peers. School has access to the Seedlings project via the Consortia and a therapist works in school one afternoon a week, usually seeing 2 children per week for an initial programme of 8 weeks.

Physical and Sensory Needs

Children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

The school provides activities to support children's fine and gross motor development through activities such as Dough Disco, wake up and shake up and individualised fine motor skills development activities. Some children may be given a fine motor skills task box with laces to tie or threading to support their FMS. The school provides ear defenders for children who are sensitive to loud or specific noises. The school is equipped to assist with additional toileting and self care needs.

SEND Support 2020-21

Due to restructuring in leadership a new SENCo took over the role in September 2020.

During School Year 2020-2021 we had 38 children (aprox 10% of school) receiving some form of SEN Support. 2 children had an EHCP.

The COVID Pandemic ensured that we worked in different ways and SEND children were provided with remote learning to support their targets when necessary.

The system of One page plans being reviewed termly was continued and each IEP meeting was held over the phone where parents were not allowed in school due to COVID restrictions.

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
Personal Plan planning and review meetings.	Class teacher, parents, child (where age and ability appropriate)	At least termly.
Parents Evening	Class teacher, Parents	Each Term
Transition Meetings	Previous and new class teachers, SENCO and parents of specific	End of Summer term.

	children (eg. Those with ASD) who require support with transition. Nursery Schools/Provision and Secondary Schools.	
EHCP/Statement Review meetings.	All agencies involved with child with a Statement/EHCP, parents, class teacher, SENCO.	Annually – dependent on when statement/EHCP was issued.
Where certain outside agencies are involved e.g. Educational Psychologist or SENISS, parents are always fully involved and will be invited to attend individual meetings with the agency, the class teacher and the SENCO to discuss the involvement of these agencies		

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
DD	SEN British Sign Language	National SENCO Award British Sign Language Level 1
PH	SEND	National SENCO Award (working towards)
JP	Dyslexia Mentoring	British Dyslexia Accredited National Children Mentor Qualification

Staff Development related to SEND

02/03/21	Making Sense of Autism Training	PHY
09/03/21	Primary SEND and inclusive learning briefing online	PHY
04/05/21	SEND graduated approach course	PHY
05/05/21	SEND staff meeting	All teaching staff
21/06/21	Dyscalculia Awareness Training	PHY, JPE
29/06/21	Shaping a vision for inclusion	PHY
01/07/21	Planning meeting with Educational Psychologist	PHY, DDY
01/09/21	Staff INSET – Behaviour and Assessment inclusive of all children	All teaching staff
25/09/21	SENCOs zoom consortia meeting	PHY
24/11/21	Speech and Language Referral Training	PHY
01/12/21	Clicker 8 training	All staff

The SENCO also attends termly meetings with fellow professionals in the consortium. The SENCO is in a smaller support group with SENCOs from King David, Mosspsits and Heygreen schools accessing peer support and advice.

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.

Support staff are deployed according to where their own skill set can be employed to best effect and where there are areas of greatest pupil need.

The Deployment of Learning Support Assistants is reviewed annually to meet the needs of the children in our school and is targeted towards particular Cohorts.

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.

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.
- Our approach for welcoming new children with SEN includes visiting their previous setting and discussing individual children’s needs with the SENCO or other relevant staff at the setting. We welcome transitional visits to our school and are happy to meet with parents.
- Our approach to supporting children make the transition into the next stage of their education includes helping pupils and families to arrange visits to their new school and working with pupils to understand what their new school will be like.
- Designated staff from our feeder schools contacted our school to discuss effective transition of the children in lieu of traditional meetings at school.
- The SENCO would usually have attended the the Local Authority Transition Forum where to meet SENCOs of the feeder schools and hands over information regarding transferring pupils, including reports from outside agencies, this was done over the phone and electronically.,
- The EYFS team usually attends the Nursery to Reception transition meeting organised by the Local Authority. Phone calls and contact with the different nurseries this year helped our school and the feeder schools to have an understanding of the individual pupil’s needs and make any necessary changes or provision to make the transition smoother for the pupil.

Complaints

If you are unhappy or concerned about the provision your child is receiving in school, you can contact your child’s teacher or the SENCo. Many concerns can be resolved by simple clarification or discussion. However, if you are still unhappy, you can contact the Headteacher and refer to the School Complaints Policy. *Our complaints procedure is* outlined in our Complaints a copy of which you can obtain from the school office. An electronic copy is also on the school Website

Developments in SEND

Monitoring the impact of provision.	The impact of provision was reviewed termly and via the pupil progress meetings held with staff. The IQM process leads assessment led this review also.
Revised Deployment of Learning Support Team, needs led.	The allocation of Learning support was reviewed and allocations to classes/children was made on a needs led basis.
Review of inclusive practices Completion of the Inclusion Quality Mark (IQM) (other areas for development will come from this review)	All inclusive practices were reviewed during the year through the self evaluation process for the IQM award. The School became an IQM school during the year and were awarded the Centre of Excellence following the submission of an action plan – this will be reaccruited annually.
Visible Learning – Whole School Approach to learning	We are embedding our Learning Dispositions approach to creating learners who are able to self-regulate and ‘know what to do when they do not know what to do’

Further Development in SEND 2021 - 2022

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Continued development of SEND/Inclusion Coffee information mornings
- Continued development of our Inclusive Curriculum
- Support for Parents
- Remote Learning Support
- Graduated Approach – approaches to supporting children post pandemic
- Mental Health Support.
- Support for SEND / Catchup

IQM Centre of Excellence Targets:

To provide enabling environments around school which are inclusive of all children with needs.

Continue to enhance the Inclusive Curriculum
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To create accessible 'Rest Easy Spaces' and Prayer & Spirituality areas throughout school

Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Behaviour and Anti-Bullying Policy

Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:
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Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

Completed by: Mr Peter Heery

Date presented to/approved by Governing Body: December 21

To be reviewed: September 22