

**SEND Information Report**  
**June 2023**

SENDCo: Mrs R Hollman

SEND Governor: To be confirmed

Contact: 01744 678816

Dedicated SEN time: half a day a week

Local Offer Contribution: <http://www.rainfordbrooklodge.st-helens.sch.uk/page/send/8756>

**Overview:**

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Welcome to our SEND Information Report.

All Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This published information is updated annually.

**The areas of Special Needs for which provision is made at our school:**

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

- **Communication and interaction**

Some children in the school may have visual timetables and may make use of PECS symbols. Children who are having specific communication difficulties may work with a Speech Therapist or with our trained LSAs under the recommendations of the Speech and Language therapist. The Speech and Language Therapists are now attending school regularly and are delivering support to the children within the setting. Any reports that are produced are then passed on to the class teacher, any specific LSA's, SENCO and parents. Children who have severe communication difficulties who we have concerns about may be referred to TESSA (Triage for all Education Support and Specialist Advice) by the SENDCo. If it is deemed necessary, a Neurodevelopmental Pathway referral form may be started. This can only happen if the child has been discussed with TESSA and the panel think it is appropriate. Parents will always be updated with the progress. Children, who are having specific communication difficulties, can be referred to speech & language therapy with parents' permission. In addition, if we feel that any child is displaying any dyslexic tendencies, then we can refer to the Learning Support Service in the first instance. However, if parents prefer a private assessment, then known

services can be recommended. It is then up to the parents to arrange for the assessment to take place.

- **Cognition and learning**

Class teachers will plan work and activities for their pupils. They will differentiate the curriculum to take account of different learning styles, interests and abilities. Support staff will support the teachers in enabling children with SEND to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulties. Some children who are significantly below their peers within the class, are assessed against B Squared. This allows for their small steps of progress to be recorded and ensures that individualised targets can be set in regard to their learning.

- **Social, emotional and mental health**

Children are supported first and foremost by their Class Teacher and Teaching Assistant (where appropriate). If a child is displaying severe mental health concerns or they display suicidal ideation, with the agreement of the parents, further support would be sourced from CAMHS. If cases aren't as severe as this, some support can be sourced from Banardos and other online resources. Within school we now have a Senior Practitioner for Mental Health: Mrs K Hodkinson, she can have regular drop in sessions when appropriate for the individual children.

- **Sensory and/or physical needs**

Class teachers plan and differentiate the curriculum to ensure all children can participate. The learning environment may be adapted to consider an individual's needs and specialist equipment and resources may be sourced.

If necessary, we welcome Physiotherapists and Occupational Therapists into our school to work with the children and/or provide advice.

As of June 2023, we have nineteen young people receiving some form of SEN support, from Tadpoles through to Y6.

### **Identifying & Assessing Pupils**

These are the policies we use to identify and assess pupils:

- Assessment Policy
- SEND Policy
- Behaviour for Learning Policy

We have a SEND stages document which ensures that a graduated approach to identification and support is followed. We have internal processes for monitoring and evaluating the quality of provision and assessment of need. These include learning walks, data analysis, classroom observations, pupil interviews, monitoring planning and book scrutiny.

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

Action/Event	Who's involved	Frequency
EHAT/Annual Reviews	Parents, SENCO, any involved outside agencies, class teacher/support staff. Local Authority	Every 3 months or as needed
Open door policy (Parents may request to speak with Mr Reece, Mrs Hodkinson or Mrs Hollman)	Headteacher, Deputy Headteacher, SENDCo	As needed
Parents meetings/SEN Support plan reviews/Pupil voice questionnaires	Parents, class teacher, SENDCO, Head teacher, child (where appropriate)	Termly or as needed

### **How we evaluate effectiveness of provision**

Our academic assessment for children and young people with Special Educational Needs is to use suitable assessment packs from previous year groups or Key Stage according to the individual needs of the child. We use information including observation checklists from the Early Years Framework to assess those children who are working towards an EYFS Curriculum. For those children who are significantly below their year group expectations, we use B Squared programme. This enables their progress to be specific to their learning needs and shows their small steps of progress.

### **Assessing & Reviewing Progress**

Every child on the Special Educational Needs Register will have a Special Education Needs Support Plan (SEN Support Plan). Targets will be set, and these will be reviewed termly. Mrs Hollman will monitor the SEN Support plans. They also undertake drop in sessions to observe interventions happening. Through discussions with LSAs and children, as well as looking at relevant intervention logs, some children (who cannot record their work in exercise books) have their own floor books. These are used to record observations, photographs and learning for the individual child.

### **Approach to Teaching**

High quality teaching is the first step in responding to pupils who have or may have SEND. It is key that all staff understand the child's needs; know the barriers to learning; know what the child's strengths are; have high aspirations and understand what teaching strategies are known to help.

### **Adapting the Curriculum & Learning Environment**

Class Teachers plan and adapt the curriculum to ensure that all children can take part. Teachers may break down tasks into smaller steps; give extra time; provide visual prompts; give support to enable children to organise their writing or provide alternative methods of recording.

### **Additional Support that is available**

Visual timetables are in classrooms. All children linked to funding have an additional adult (either individually or as a part of group) to support access to the curriculum. There are interventions that run throughout the school where appropriate.

### **How the school enables pupils with SEND to engage with activities**

Activities are chosen with all children in mind and teachers plan accordingly. PE lessons are adapted where necessary and a Teaching Assistant can be there during the PE lesson to ensure that they can support children with physical disabilities. Children who require additional support on the playground are identified and a named adult is responsible for their safety and well-being.

### **Contact Details for SENDCo:**

Mrs R Hollman

01744 678816

[brooklodge@sthelens.org.uk](mailto:brooklodge@sthelens.org.uk)

### **Staff development, Qualifications and Expertise**

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

<b>Initials of person</b>	<b>Area of expertise</b>	<b>Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)</b>
RL & KH	SEN	National SENCO Award
All Staff	TEACHH	Completed Inset training
All staff	Seedlings programme	Completed Inset training
EM	Speech & Language	Currently completing a level 2 EKLAN training course
NS, KR, LM	Speech and Language	Update on S&L

The SENDCo attends the Local Authority SEN Briefing virtually three times a year.

### **Staff deployment and use of specialist equipment and facilities**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. This includes not just academic but often social too. We want the pupils to gain independence to prepare them for adulthood from the earliest possible age.

Support staff, through Quality First Teaching, assist the Teachers in enabling children with SEN to have access to an appropriate curriculum. They liaise with the Class Teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

If it is felt necessary by school and parents, an EHCP may be applied for to enable any children who require additional support to make progress or to participate in the activities of the school.

### **What has worked this year**

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- Non-negotiables list is being developed to enable a smooth transition in every year group. SLT are devising a list of classroom organisation to support all learners as they move through the school-this will help them due to consistency.
- 2 EHCP mediations over-turned so the children can be assessed for an EHCP.
- 1 child has a smooth transition to a specialist provision.
- 2 new EHCPs accepted
- 4 Educational Psychologists in school to assess children to provide wider professional analysis of needs.
- Earlier identification of children within our Nursery Provision needing support. This continues to be funded by school whilst we wait to see if an EHCP is accepted with funding.
- Lancashire EHCP caseworker attended an EHCP meeting and explained how we can apply for additional funding cross-borough.

### **What is needed**

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- Mediation for 1 child EHCP
- Look at how we can create a more child-centred approach to annual reviews.
- Continue to monitor early identification
- Ensure smooth transition for the current Y5 into Y6 and then onto high school.
- Ensure agreed 'non-negotiables' for the look and information in the physical classroom are applied by all classes. Ensure consistent timetabling in key stages ensures all children, but especially children who may sometimes struggle with change, are more knowledgeable and comfortable with the school day.

### **Arrangements for Consulting Parents**

Parents are consulted at termly parents' meetings and at reviews. In addition to this, if necessary, Mrs Hollman will arrange further meetings with parents and possibly outside

agencies. Parents are very welcome to call into school or telephone to make additional appointments.

### **Arrangements for Consulting Pupils**

Any children who has an: SEN Support plan, EHAT, EHC Plan or are in receipt of top-up funding are involved in the process. Mrs Hollman, their class teacher or LSA will meet with them before the review and try to capture their voice.

### **Complaints**

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Our complaints procedure can be viewed on the school website at <http://www.rainfordbrooklodge.st-helens.sch.uk/page/school-complaints-procedure/31306> alternatively a paper copy can be obtained from the school office.

This year we have had no official complaints regarding SEN provision.

### **School External Partnerships & Transitions**

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Our assessments for children and young people with Special Educational Needs are handed over to necessary partners within neighbouring schools. We ensure that all relevant documentation is personally passed on during a transitional meeting with the relevant SENDCOs.

This year, we have reinstated the transition processes for High School and new intake children for our Reception cohort 2023.

### **Support Services for Parents**

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We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions [www.advancesolutions.co.uk](http://www.advancesolutions.co.uk) 0151 486 1788

ADHD Foundation [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk) 0151 237 2661

CAMHS [www.freshcamhs.org](http://www.freshcamhs.org) 0151 293 3662

Dyslexia Action [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk) 0300 303 8845

### **Further development**

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

Planned lesson observations, learning walks, evaluation of data (BSquared), pupils and parent feedback and collaboration and monitoring how these impact on development.

**Relevant school policies underpinning this SEN Information Report include:**

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010

**Date presented to/approved by Governing Body:**

**June 2023**