

SEND Information Report
June 2024

SENDCo: Mrs R Hollman

SEND Governor: Amy Kirman

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:

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:

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

- **Communication and interaction**

As a school, last year we adopted all of our classrooms to ensure that there was less visual disturbances for all children. This included hessian displays with limited information on them and visual timetables in all rooms. 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 at times 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 with due regard to their learning.

- **Social, emotional and mental health**

Children are supported first and foremost by their Class Teacher, Teaching Assistant or other trusted staff member (where appropriate). Social and Emotional needs may be linked to conditions such as ASD or ADHD and will be treated in the whole (see other areas of need such as communication).

If a child is displaying more complex mental health needs, with the agreement of the parents, further support could be referred to MHST (Mental Health Support Team), CAMHS (Child and Adolescent Mental Health Services) or Barnardos. Please bear in mind that their support is dependent on their own eligibility criteria and whilst we can refer, support is not guaranteed.

Within school we have a Senior Mental Health Lead: Ms K Hodkinson, whose role is to lead, develop and implement a whole school approach to mental health and wellbeing. This may involve the promotion of mental health and well-being, liaising with outside agencies, organising provision for training and is the main point of contact for parents where there are concerns for a child's mental health.

- **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 2024, we have twenty-seven 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. SENDCO created an adaptive teaching strategy document that has been shared with all class teachers. These are examples of provision that can be implemented within the classrooms for individual children within each specific subject. This has been shared with SEND Governor.

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
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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 the 'B Squared programme'. This enables their progress to be specific to their learning needs and shows their small steps of progress.

Assessing & Reviewing Progress

Where children on the Special Educational Needs Register require smaller steps of planning, learning and delivery and not solely access to outside agency support for a specific need, they 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. Mrs Hollman will 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) may have their own floor books. These can be 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. Adaptive teaching strategies document created this year has been shared with all staff as a support for ideas as to how to best adapt different areas of the curriculum.

Additional Support that is available

Visual timetables are in classrooms. All children linked to funding have an additional adult support (usually as a part of group) to support access to the curriculum. There are interventions that run within specific classes 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

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Staff development, Qualifications and Expertise

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

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
RH & KH	SEN	National SENCO Award
KG, KA & NB	Sensory	Sensory course completed at RHS
KS & ME	Dyslexia	Dyslexia course completed at RHS
EM	Speech & Language	Currently completing a level 2 EKLAN training course
TB & AZ	ASD	ASD course completed at RHS
EM & KG	ASD with SALT	ASD & SALT course completed at RHS

KG & ME	ADHD	ADHD course completed at RHS
NB	Trauma	Trauma courses underway 4 courses to complete in total, 1 done.

The SENDCo attends the Local Authority SEN Briefing virtually (Some now in person) three times a year.

Staff deployment and use of specialist equipment and facilities

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, top-up funding is 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

- Non-negotiables list was developed last year, which enabled a smooth transition in every year group. SLT devised a list of classroom organisation to support all learners as they moved through the school-this will help them due to consistency.
- Stronger links with RHS. Mrs Hollman now attends termly SENDCo meetings online as a cluster school.
- The SENDCo at Rainford High school now supports Mrs Hollman with Costed Provision maps and other documents and this is beneficial as an supportive colleague for our own practices but also as a means of getting to know children and need across the Trust.

- Adaptive teaching strategies document completed.
- RH attended a deep dive into SEND course and as a result of this, completed a deep dive into SEND at Brook Lodge in Nov.
- 1 child gained an EHCP this year.
- 1 EHCP child transitioned to RHS
- 1 Funded child transitioned to Cowley
- RH met with SEN Governor to discuss SEN within Brook Lodge and how we utilise the funding for children.

What is needed

- Ensuring adaptive teaching strategies are used in all classrooms.
- Look at parents awareness of funding and how children are supported within classrooms as part of the school welcome meetings.
- Look at how we can create a more child-centred approach to annual reviews.
- Continue to monitor early identification

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

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

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 2024.

Support Services for Parents

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

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

Further development

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:

July 2024