

SEND Information Report
July 2021

SENDCo: Miss R Littler/Mrs K Hodkinson

SEND Governor: Mrs S Rawnsley

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.

March 2020 - September 2020

During the Covid-19 Lockdown, all children with EHCPs were risk assessed. It was deemed by all parties that the hub model, as adopted by our school, was not going to be appropriate for those children. Additional support, work and resources were provided for those children along with weekly telephone calls from the class teacher/LSA and regular telephone calls from the SENCo.

Remote learning was provided for all children in a variety of ways. It included online learning on the school website; activities loaded onto our Teams platform and paper-based learning packs provided when appropriate. All parents were contacted several times during Lockdown by the SENCo and the class teacher. Where necessary, additional support was provided.

September 2020-January 2021

In September, all children with EHCPs or High Needs funding were risk assessed and appropriate provision and/or support was put in place. If isolation was needed, then work was provided. This was differentiated to meet the needs of all learners. Curriculum planning has been adapted to cover the gaps in children's learning. Additional support is available in every classroom to meet the needs of the children.

January 2021-March 2021

Just as last year, we risk assessed the EHCP and vulnerable children to see where the greatest need was. As a school, we have five children with EHCPs. Four of these children came to

school daily during the lockdown because as a school, along with the support of their parents, we thought that this was the best option for them and their needs. Resources were prepared on a weekly basis and the young person's LSA was available at all times should they need support. Work was marked daily, and feedback was given.

Of the other children who receive top-up funding or perceived as vulnerable from the SEND register, six additional children were given places within school due to their individual needs.

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**

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. She has regular contact with school and visits the setting regularly to undertake assessments. Reports are passed on to the class teacher, any specific LSA's, SENCO and parents. Children who have severe communication difficulties may be discussed at the school's SEND planning and consultation meeting. If it is deemed necessary, a Neurodevelopmental Pathway referral form may be started. This can only happen if the child has been discussed at two previous SEND meetings 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.

- **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.

- **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 July 2021, we have twenty-two 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,	Every 3 months or as needed

	class teacher/support staff. Local Authority	
Open door policy (Parents may request to speak with Mr Reece, Mrs Hodkinson or Miss Littler)	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.

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. Miss Littler and/or Mrs Hodkinson 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:

Miss Rachel Littler/Mrs Kathryn Hodkinson

01744 678816

brooklodge@sthelens.org.uk

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>i.e.</i> Masters, NVQ, Degree, HLTA)
RL & KH	SEN	National SENCO Award
All Staff	TEACHH	Completed Inset training
All staff	Seedlings programme	Completed Inset training
EM, LH	Speech & Language	Currently completing a level 2 EKLAN training course

NS, KR, LM	Speech and Language	Update on S&L
AW	Visual Impairment	<u>Braille training</u> Grade 1 uncontracted (complete) Grade 2 contracted (ongoing)

The SENDCo attends the Local Authority SEN Briefing three times a year and attends Inclusive Learning North courses every term.

During this year, a staff questionnaire was distributed to all teaching and support staff. The aim of this questionnaire was to assess the current knowledge of staff and any possible training needs and barriers. As a result of this questionnaire, a presentation was sent to staff with the findings. Staff were advised of possible CPD websites for working with children with Dyslexia and EAL children (as these were the biggest needs of the school). The school has also purchased BSquared to assist Teachers and LSAs with planning more specific, differentiated learning objectives and monitoring/assessment. Online BSquared training is available to all staff.

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

- New school SEN Support plans replaced the old IEP format- this combines all outside agency reports plus in school targets into one document.
- Two children accepted for EHCP Assessments. These have been successful and final EHCP's are now in place.
- One child with an EHCP smoothly transitioned from another authority to our school.
- One child has been recognised for needing top-up funding (on the 3rd attempt at funding). 25hours of support has been granted.
- Three children have been diagnosed with ASD and LASC referrals are pending.
- One child diagnosed with ADHD and now receiving appropriate medication
- Two children have been accepted onto the Neurodevelopment Pathway.
- Whole school Sensory training to try and support children across the school with independence.
- One child has moved to us (managed move) and is currently on the Pathway and is being support by the Behaviour Improvement Team.
- SENDCO attending specialist SENDCO termly meetings as well as the authority-based ones.
- Two Tadpoles children under the Bridge Centre

What is needed

- Earlier identification of need in Tadpoles Nursery Provision.
- An increased whole school awareness of individual special needs and how to support those children.
- Purchase of additional resources to support individuals needs across the school: Social story books, Chew accessories, coloured over lays, fidget pencils.

Arrangements for Consulting Parents

Parents are consulted at termly parents' meetings and at reviews. In addition to this, if necessary, Miss Littler/Mrs Hodkinson will arrange further meetings with parents and possibly outside agencies. Parents are very welcome to call into school or telephone to make additional appointments.

This year, a parental questionnaire was sent to all parents of children on the SEND register. Some of the response were:

"The SEND provision at Rainford Brook Lodge is excellent!" (Y2)

"Our experience of SEND at Rainford Brook Lodge has surpassed our expectations. We are very grateful for the excellent support and guidance we have received." (Reception)

"The staff seem to go above and beyond." (Y1)

"Communication with home and willingness to act on things. Being flexible in the approach." (Y1).

"Consistent specialist support from specialist staff." (Y5)

The following suggestion were made by parents:

"A sensory room/calm room would be hugely beneficial to not just children with SPLD but with any mental health issue which has increased due to COVID-19." (Y1)

This is something that we have discussed and currently, due to space, we are creating sensory areas for specific children to utilise. This is usually integrated within the child's own space.

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. Miss Littler/Mrs Hodkinson, their class teacher or LSA will meet with them before the review and try to capture their voice.

During this year, all pupils on the SEND register answered an age appropriate questionnaire. As a result of this, it is our whole school priority to ensure that all children on an SEN support plan, know their individual targets at an age-appropriate level.

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 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 worked with a school from another authority to welcome one child with Special Educational Needs into Reception. Visits to the High School and transition to nursery and/or reception were suspended due to the rise of COVID-19.

Due to COVID-19, we have ensured that all reports, paperwork and information have been passed on remotely to relevant agencies and schools.

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.

Looking at adapting a new Assessment tool (B Squared) and how this can help within our school to access the academic abilities and progress of children with additional needs.

In preparing this report we have included staff, governors, parents and children and young people through questionnaires and meetings both formally and informally.

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 2021