



## SEN Information Report 2019

The Children and Families Act (2014) underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she has:

- ✚ A significantly **greater difficulty** in learning than the majority of others of the same age, *or*
- ✚ Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the reform programme is the requirement for Local Authorities to publish a 'local offer' of support, which is comprehensive, transparent and accessible to all. This can be found on the Knowsley (Family Services section) website: [www.knowsley.gov.uk](http://www.knowsley.gov.uk).

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We have set out our 'school offer' through a series of questions through which you can get more information.

[At the end of this document you can find a Glossary of Terms that may be useful](#)

### **How does the setting know if my child needs extra help?**

All pupils at Malvern are rigorously tracked and monitored. Progress is measured using National curriculum milestones, assessment for learning, and in class assessments such as; Salford Sentence Reading Test, Single Word Spelling Test (SWST), high frequency reading and spelling, phonics and math's assessments. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support. You may see this referred to as *Wave Two Support*.

These interventions may take place daily or weekly depending on need. Our teachers monitor the success of these interventions and make judgments on their effectiveness by monitoring the children's progress closely. This is then discussed at termly Learning Review meetings between class teachers and the Headteacher.

If your child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/nursery to gain information in relation to your child's progress in that setting. We may conduct some assessments to define a baseline of your child's progress. This will be conducted in an informal way in order to minimise any discomfort for the child. It will not be conducted until your child has settled in with us.

If you have concerns or think your child may have additional and/or a special need that has not already been identified by the school, then an appointment can be made to discuss this with the class teacher. The class teacher will then discuss any concerns with the Special

Educational Needs Co-ordinator (SENCO) Stacey Horan, and/or the Head teacher. Any actions will be discussed with you and implemented as appropriate.

If school has a concern about your child's learning you will be initially asked to meet with your class teacher, who will inform you of the concerns and let you know how the difficulties will initially be addressed. If the difficulties persist we have a cause for concern sheet which teachers can use to refer pupils to the Special Educational Needs Co-ordinator (SENCO) who will then decide the best action to take. This may include a referral to one or more outside agencies (for instance the Educational Psychology Service, Speech & language or the Child Development Team for Nursery and Reception age children). No referrals to agencies can take place without the signed consent of parents/carers.

### **How can I let the setting know that I am concerned about any area of my child's development?**

If you think your child has a special educational need and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO or Head teacher and your child's needs can then be discussed. It may be helpful to you to write down your concerns/questions and bring it with you.

We can discuss your concerns and plan appropriate support or refer your child to our Planning and Review Meeting which takes place each term. Depending on the difficulty, either your child's class teacher or the SENCO/specialist support teacher will plan an education programme.

If your child requires a referral for further assessment, we will take advice from those professionals involved when planning a programme of support. You will be invited to attend multi agency meetings with any outside agencies involved.

### **How will teaching be matched to my child's needs?**

All our class teachers use quality first teaching and differentiate teaching in order to support all the pupils in their class. This is referred to as *Wave One Support*. Differentiated planning and teaching ensures our children are given every opportunity to reach their full potential. The planning is monitored by the Senior Leadership Team on a regular basis. Teaching Assistants work in classes to support the needs of the children.

We use a graduated response to ensure we meet the needs of all our children. Examples of this are the use of small intervention groups, additional Teaching Assistants within the classroom to support vulnerable pupils, and specialist SEN support who come into school on a regular basis. We take advice from outside agencies such as the Educational Psychology and Sensory Impairment teams if and when required.

The progress and attainment of all children is tracked and resources are allocated according to need. And our Special Educational Needs and Disability (SEN/D) budget is allocated to meet the needs of the children on the SEN/D List. This budget is allocated to ensure that children's individual needs are met in relation to specific interventions as appropriate.

We have a 'Service Level Agreement' with the Local Authority which enables us access from specialist services to support children as appropriate. This includes Educational Psychologists, Sensory Impairment Team and we currently have a Specialist Teacher on site every Tuesday who completes specialist assessments with identified pupils where necessary.

### **How will I be informed of my child's progress?**

We report to parents on an annual basis via a written school report. In addition to this, we also hold two parent's evenings per year (November and February) where parents have a

pre-arranged appointment to talk to their child's class teacher regarding their child's progress. As a school we also offer an 'open door' policy where parents can request to speak to a teacher after school.

In addition to the normal reporting arrangements, for children who are identified as having Special Educational Needs, reviews take place regularly with class teachers and/or SENCO. At these reviews, your child's progress is discussed and reviewed with any other additional support considered. EHCP reviews take place annually. Referrals to additional agencies may also take place if deemed necessary.

As a school we follow a specific Plan-Do-Review cycle to support the progress of your child. This involves: *planning* which involves discussing in depth the nature of the problem that your child may be experiencing and what specific support can be put in place. *Doing* which involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. And *reviewing* is then arranged between the school and parents to measure the impact and outcome of the planned support. The impact of all interventions are measured and monitored closely.

If, following interventions your child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with you. If it is felt a child requires further additional support, school will discuss with you the pathways to more specialist support/provision.

### **What support do you have for me as a parent, to support my child?**

At Malvern we offer a range of opportunities for parents to become involved in their child's learning. At the beginning of each school year, from Year One to Year Six, we hold Meet the Teacher events, where you can meet your class teacher and find out how learning is planned and how you can support your child at home. Children who attend our Nursery and Reception classes can have home visits (September – Reception, September or January - Nursery). We have an Early Years Stay and Play day, Reception Intake meeting and a Reception Reading Meeting. Additionally, teachers write an annual report which is given out in the summer term, copies of Personal Provision Plans (PPPs) are sent home termly.

Our Learning Mentor, Miss Baker is available who can offer support on many levels to all our families. Individual appointments can be made via the school office in order for parents to talk to a specific member of staff.

If your child is being assessed by an additional agency you will be invited in to discuss your child's progress with the professionals involved.

Our SENCO keeps in touch with various training events/courses to support parents of children with specific difficulties (such as those with a diagnosis of Autism). She provides information to parents who would benefit from these events and updates our school website regularly.

### **What support will there be for my child's overall wellbeing?**

We have a highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.

We have a number of staff who are trained first aiders and some who have received defibrillator training. All our staff have up to date safeguarding /child protection training. Mrs Horan is the Child Protection Officer, with the Learning Mentor acting as deputy. A robust first aid policy ensures that the administration of medicines is carried out safely.

Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.

We have a clear policy regarding behaviour and expectations that all children adhere to. Where issues arise regarding behaviour initial liaison with the parent will be made by the class teacher. If the behaviour continues, our Head teacher will meet with the parent and child to discuss the matter further and decide on next steps. The Learning Mentor may also become involved and offer some targeted intervention. If after a period of intervention the behaviour is still continuing and the child becomes at risk of exclusion a Pastoral Support Plan Meeting may be called.

Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

### **What specialist service and expertise are available at or accessed by the setting to support my child?**

Our specialist staff consists of:

Special Educational Needs Coordinator (SENCo) **Mrs Stacey Horan** - Manages the SEN provision at Malvern, attends SEN planning and review meetings, supports the writing of PPP's, makes relevant referrals for outside agency intervention and application of EHCPs, tracks the progress and attainment of SEN pupils and liaises with parents.

Learning Mentor **Miss Stephanie Baker** – supports the emotional well-being of all pupils fostering good relationships and reducing bullying through individual, paired and group work, as well as liaising with families and multi agencies.

School Nurse **Jenny Flight** -available by appointment only. Her phone number is available at the school office.

SEN Outreach Teacher **Mrs Virginia Johnson** – part time teacher from Knowsley Central Primary School. Carries out observations and diagnostic testing of individuals and supports teachers with individualised targets.

Specialist SEN Teaching Assistants – Full time staff and part time staff who support SEN children across Early Years, Key Stage 1 and Key Stage 2 via small group intervention.

Educational Psychologist **Mrs Win Little** – commissioned by the school to support SEN/Vulnerable pupils.

Stronger Families, Speech and Language Therapy, CAMHS, Occupational & Physiotherapy and Community Paediatricians – all provide support when required by children and families.

The SENCo attends Local Authority briefings and conferences to keep up to date with any legislative changes in SEN and the most up to date practice and provision.

The SENCo and support staff can access training through the Central Area Support team.

All staff in the school receives ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.

The school's SEN budget is allocated to meet the needs of the children on the SEN register. An Inclusion team meets every half term to discuss pupil progress and next steps. The progress and attainment of all children is tracked and resources are allocated according to need. The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with Knowsley Central School to support children who have specific learning difficulties. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

### **How accessible is your setting and how will my child be included?**

Malvern has wheelchair access throughout the school. There is also a disabled toilet and full access to disabled parking at the front of the building. We regularly review and evaluate our accessibility (including our access plan) through our Equality Policy and governing body.

We have access to specialist equipment in order to support the sensory needs of our children. Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. At these times, information supplied by parents can be invaluable.

### **How will the setting prepare my child for transitions on to the next stage of educational and life?**

On entry to Nursery and Reception, you will be invited to look around the school and meet significant staff. Your child will also be invited to a Stay and Play session before they start.

We will ensure we contact any early years settings, or other schools you child has attended to gather information about their needs.

We support vulnerable pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.

Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school. The SENCO from the secondary school will be invited to transition meetings. Or in the case of Liverpool secondary schools, our SENCO will meet them individually.

### **How are parents/cares/families involved in the setting?**

Parent/carer and teacher meetings by appointment twice per year. School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day. Parents/carers are regularly invited to class/school assemblies, special celebrations. Parents/carers are invited to join EYFS ‘Stay and Play’ activities. We run Family Learning courses, which parents are encouraged to take part in.

As parents/carers of Malvern children you are automatically a member of our Parent/Teacher Association, and are invited to come along to meetings, reminders of which are sent by text message.

### **Who can I contact for further information?**

If you require more information about our school please go to our school website: [www.malvernprimary.co.uk](http://www.malvernprimary.co.uk).

If you would like to talk to a member of staff please contact your child’s class teacher, the SENCO, the Learning Mentor, or the Head Teacher/ via the school office.

If you are not happy with the SEN provision your child is receiving then please speak with the SENCO initially. If you wish to make a complaint the process for all complaints is available through the complaints policy on our website.

### **Glossary of terms used in Special Educational Needs**

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CAST	Central Area Support Team
EHCP	Education, Health Care Plan (replacing Statement of Special Educational Need)
EP	Educational Psychologist
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress
SALT	Speech and Language Therapy/Therapist
SLCN	Speech, Language and Communication Needs
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs
SIS	Sensory Impairment Service – Visual and hearing impairment

