

SEND INFORMATION REPORT

2020-2021

SsPP



Quality First Teaching

Cognition and Learning

- ❖ High quality teaching includes a differentiated curriculum for individual pupils
- ❖ Regular tracking of outcomes
- ❖ Working walls present in all classrooms
- ❖ Easy access to classroom resources to support learning e.g. dictionaries, computers, iPads, practical maths resources such as Numicon, Diennes, Cuisenaire
- ❖ Activities sent home for 'home learning'
- ❖ Multi-sensory teaching
- ❖ Reward systems for effort and achievement
- ❖ IT resources available to aid learning such as computers, iPads, Easi-Speak Mics, Talking Tins, Laptops, Microsoft surfaces (tablets), Clicker

Communication and Interaction

- ❖ High quality teaching includes a differentiated curriculum for individual pupils
- ❖ Structured school and classroom routines
- ❖ Visual timetables to support day to day activities
- ❖ Access to SEN Teaching Assistant in core subjects
- ❖ Regular monitoring
- ❖ IT resources available to aid communication
- ❖ One Page Personal Profiles

Social, Emotional and Mental Health

- ❖ Behaviour policy that is transparent to pupils and parents
- ❖ All staff are positive and nurturing
- ❖ SENCo available to support children and parents as needed
- ❖ Classroom rules and promises clearly displayed
- ❖ Weekly superstar learner with focused theme for week (including behaviour)
- ❖ Self-esteem and Social Skills group support at lunchtime specific to each year group
- ❖ Reward systems for class time and playtime
- ❖ Circle time, PSHE and P4C (Philosophy for Children)
- ❖ Regular monitoring
- ❖ One Page Personal Profiles

Physical / Sensory

- ❖ High quality teaching includes a differentiated curriculum for individual pupils
- ❖ Flexible arrangements made to environment e.g. specific seating plan, pupils to be able to move at will to access lesson
- ❖ Differentiated curriculum delivery and output
- ❖ Staff aware of implications of sensory and physical impairments
- ❖ Availability of support resources e.g. pencil grips, triangular pencils, fidget toys
- ❖ Availability of disabled toilets
- ❖ Wheelchair access across whole school
- ❖ Regular monitoring
- ❖ One Page Personal Profiles

Catch-up Support with learning

This is for pupils who are not able to access quality first teaching despite differentiation.

Cognition and Learning

- ❖ Access to Teaching Assistant.
- ❖ Availability of additional / differentiated resources to support learning e.g. Clicker sentence (Literacy), Numicon (Numeracy).
- ❖ Access to additional support groups e.g. Fresh start, Project X Code, Fisher Family Trust (FFT) Literacy, First Class @ Number, Success@Arithmetic, Mission Maths, Dyslexikit, Key Board Skills, Fine Motor and Handwriting Development, Nessie Reading/Spelling, Reading Support from Reading Recovery trained teacher and Beanstalk volunteers, promoting Processing and Memory skills.
- ❖ KEEP UP NOT CATCH UP - TA's used to deliver the 'keep up' curriculum, both pre- and re-teaching.
- ❖ Access to Specialist Teacher / Agency support services via referral with parental consent e.g.), Special Educational Needs Assessment and Advice Team (SENAAT), Educational Psychologist (EP).
- ❖ Additional EP time has been purchased from RONDA Educational Psychological Services to help reduce waiting time.
- ❖ Person Centred Planning tools to be utilised to ensure that the pupil's education is tailored to the pupils needs.

Social, Emotional and Mental Health

- ❖ Access to Specialist behaviour support services e.g. Gilbrook Outreach, offering Seasons for Growth Program.
- ❖ Agency support services via referral with parental consent e.g. Educational Psychologist (EP), CAMHS (Child and Mental Health Service), CARITAS.
- ❖ Social Skills and Self-esteem support groups delivered by skilled staff.
- ❖ Rainbow Prayer Room – a sensory area /quiet place where pupils can go to be calm
- ❖ Access to SENCo (Seasons for Growth Companion and previously Nurture Group Teacher), or skilled teaching assistant for emotional support.
- ❖ Developing Relaxation techniques with resources such as Heart Math.
- ❖ School links with other agencies and centres e.g. New Brighton Children Centre.
- ❖ Access to Midday supervisors trained in behaviour management.
- ❖ Members of staff trained in positive handling (managing pupils experiencing emotional difficulties).
- ❖ Person Centred Planning tools to be utilised to ensure that the pupil's education is tailored to the pupil's needs.
- ❖ Seasons for Growth – Programme to support children who have experienced sudden loss or change in their lives.
- ❖ Training for staff from Child Bereavement UK to aid staff in supporting children.
- ❖ Ongoing staff wellbeing training.

Communication and Interaction

- ❖ Access to Teaching Assistants to support with specific outcomes.
- ❖ Use of visual aids, signing, some staff trained to use Maketon & PEC programs.
- ❖ Access to speech and language therapy assessment (S.A.L.T.) via referral process with parental consent.
- ❖ Use of WELCOMM communications program.
- ❖ Access to Autistic Spectrum Condition (ASC) Specialist support services via referral with parental consent e.g. ASC Outreach Support Service.
- ❖ Access to Social communication programmes including Socially Speaking and Time To talk, Jed Baker (Social Skills Training for Children and Adolescents with Asperger's Syndrome with Social & Communication Problems).
- ❖ Person Centred Planning tools to be utilised to ensure that the pupil's education is tailored to the pupils needs.

Physical / Sensory

- ❖ Use of identified specific resources to overcome barriers to learning e.g. hearing loop.
- ❖ Handwriting programmes.
- ❖ Access to medical professionals for training and advice, e.g. diabetic nurse, epileptic nurse, continence nurse and dietician.
- ❖ Availability of additional / differentiated resources to promote independence e.g. writing slope, easy breeze chair.
- ❖ Access to specialist team for children with medical/physical needs and health professionals e.g. physiotherapy, Occupational Therapy (OT), Sensory Team for further advice and recommendations. Health Care Plans are drawn up where necessary.
- ❖ Additional support for pupils who will benefit from extra physical exercises to develop fine and gross motor skill, following on from treatment with OT team.
- ❖ Person Centred Planning tools to be utilised to ensure that the pupil's education is tailored to the pupils needs.
- ❖ Additional support for dietary needs where necessary.
- ❖ Additional support for toileting needs where necessary.

Long term support

For pupils whose needs require the above and additional resources.

Extra Funding for most children in this group is allocated from the local authority.

A 'Person Centred Planning' approach is used to identify support required and ensure that outcomes are met.

Cognition and Learning

- ❖ Additional pupil funding provided by LA to provide support as identified according to pupil need.
- ❖ Regular meetings with the parents and pupils to ensure that the learning journey devised is tailored to pupils' specific needs.

Communication and Interaction

- ❖ Speech and language therapy in conjunction with speech and language therapist, according to pupil need. Some pupils access therapy from an external setting.
- ❖ Additional planning and arrangements for transition.
- ❖ Use of Social Stories for pupils with autistic tendencies.
- ❖ Regular meetings with the parents and pupils to ensure that the learning journey devised is tailored to pupils' specific needs.

Social, Emotional and Mental Health

- ❖ Additional pupil funding provided by LA to provide support as identified according to pupil need.
- ❖ Regular meetings with the parents and the pupil to ensure that the learning journey devised is tailored to the pupils specific needs.

Physical / Sensory

- ❖ Access to health professional e.g. Physiotherapy, Occupational Therapy as identified for the child.
- ❖ Regular meetings with the parents and the pupil to ensure that the learning journey devised is tailored to the pupils' specific needs.

"To grow in knowledge and love, and walk in the footsteps of Jesus"

