



Florence Melly Community Primary School SEND Information Report

IF YOU CAN DREAM IT, YOU CAN DO IT!



Policy Approval

Policy Title:	SEND Information Report					Date written:	October 2024			
Written by:	Christina O'Keefe (DHT/Inclusion Lead/SENCO)					New or revised policy:	Revised			
Stakeholders consulted in policy production: (✓ or x)	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parent/Carers	Pupils	Local Community	External Agencies	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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Published on: (✓ or x)	School Website			School Prospectus/Induction Materials			Staff Handbook			
	✓			✓			✓			

Date of Update	Overview of changes made
October 2024	Annual update to reflect the current provision for our SEND pupils.



Florence Melly Community Primary School

SEND Information Report - October 2024

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SEN Link Governor: Mrs Janet Matthews

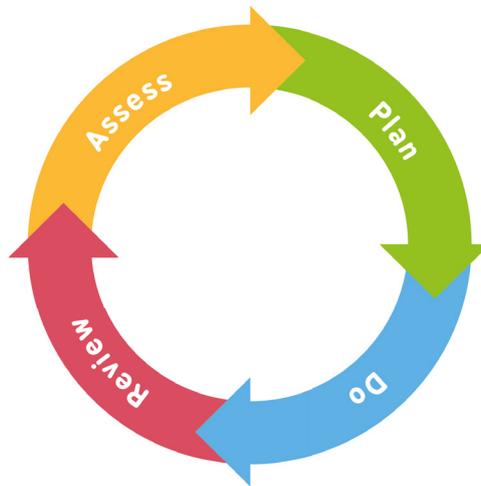
Local Offer Contribution: [FSD Local Offer Florence Melly Community Primary](#)

As of September 2024, we have **148** children receiving some form of SEN Support. This equates to **33.3%** of the total number of children on roll.

Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a priority to discuss our DREAMS core values and aspirations with ALL our learners. We strive to ensure that all children believe that, **'if they can dream it, they can do it!'** This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



To reflect the Code of Practice (2014), in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). *'Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities.'*

Assess

In assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil along with their previous progress and attainment. This is put in the context of the individual's development, compared to the school's core approach to pupil's progress, attainment and behaviour and their peer and national data. The pupil's own views are sought, as are those of external support services, if

involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

Plan

We will notify parents/carers if their child is being provided with SEN support, despite prior involvement and communication. The teacher and SENCo agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do

The School's SENCo, Mrs O'Keefe, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how this can be linked to classroom teaching.

Review

Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the school, in partnership with the local authority, at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo, will revise the support in light of the pupil's progress and development, and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings, and the SENCo attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs

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

1. Communication and interaction - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- Those children with a speech, language and/or communication difficulty are identified early.
- Support is provided by external agencies such as the Speech and Language Support Service, Chatterbugs, OSSME and SENISS.
- Children with language difficulties receive additional support from our teachers and TAs, as required.

- We use WELLCOMM to assess this area and children are also provided with opportunities to develop communication and interaction through interventions, such as: Socially Speaking, Talkabout, Time to Talk, Talking Partners, NELI and using specific Chatterbugs programmes.
- Speech and Language opportunities are encouraged as part of a wide and balanced curriculum.

2. Cognition and learning - for example, where children and young people learn at a slower speed than others of their own age, despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or maths.

- This area is catered for using a wide range of intervention programmes, depending on the individual's need. These include: Precision Teaching, Toe by Toe, Read Write Inc interventions, Lexia, TT Rockstars, working memory groups, small group support, pre-teaching.
- There are a well-qualified and highly experienced SENCo and a highly skilled Pastoral Lead, as well as TA support staff involved in delivering interventions.
- Advice from external services is sought through SENISS specialist teachers, Dyslexia Teaching School and Educational Psychology.

3. Social, emotional and mental health - for example, where children may experience social and emotional difficulties, which can manifest in different ways. This difficulty can present in varying ways, examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

- The Mental Health Lead and Pastoral Lead are trained and experienced in supporting children with social, emotional and mental health difficulties; they support children in both small group situations and on a one-to-one basis.
- The SENCo is trained in Recovery for Childhood ACES and therapeutic play.
- Children are also provided with opportunities to develop SEMH through interventions, such as: Think Yourself Great, Zones of Regulation, Lego Therapy and Social Stories.
- To further support pupils with SEMH needs, our school often seeks the support and expertise from a number of agencies and professionals who have specialisms in this area. Links are established with the following: Child & Adult Mental Health Services (CAMHS), Seedlings and the Mental Health Support Team. In addition, we work closely with the ADHD Foundation throughout the school year.

4. Sensory and/or physical needs - where a child has a physical disability or sensory impairment, the relevant support is planned for and provided, often through the provision of additional/adapted equipment or by adjustments to the school timetable.

- In some cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training/awareness of specific conditions.
- At times, a Medical Care Plan may be written to support the physical/sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually. The medical expertise of professionals working alongside a child with sensory/physical needs are vital. It is their input which usually informs how best to support the individual.
- Provision is made for children with sensory or physical needs to take part in all areas of the curriculum; this includes educational trips and extra curricular activities.

- Parents/carers are always contacted before a planned activity if it is thought that a child needs additional support to meet the required health and safety standards.
- The school is fully wheelchair accessible, with a lift from the ground to the first floor.
- We have sensory/physical provision in the form of personalised sensory resources, Sensory Circuits, movement breaks, motor skills interventions and a sensory area within our Nest resourced provision.
- To further support pupils with sensory and/or physical needs, the school often seek the support and expertise from a number of agencies and professionals who have specialisms in this area. This includes: ADHD Foundation, OSSME, Occupational Therapy, Physiotherapy and other departments within Alder Hey.

Co-producing with children and their parents/carers

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

Action/Event	Who's involved	Frequency
Learning Plan Review	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Bi-annually
EHCP Annual Review	SENCo Children Parents/carers Key staff members Professionals involved LA (if key transfer year)	Annually
One Page Profile Review	Children Parents/carers Class teachers Support staff Key staff members SENCo (if needed)	Termly
Parent/Carer Meetings	Parents/carers Class teachers Key staff members SENCo (if needed)	Termly
Specialist Services Meetings	Specialist professionals SENCo Children Parents/carers Key staff members	As frequently as needed
Parent/Carer Training	Specialist professionals SENCo Mental Health Lead Parents/carers Key staff members	At least half-termly and/or when training is available

Open Door Policy	Children Parents/carers Class teachers Key staff members SENCo (if needed) SLT (if needed)	As and when needed
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Staff development and qualifications

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

Staff member	Area of expertise	Level of qualification
Mrs O'Keefe	SEND	Qualified Teacher Status National SENDCo Award ACEs Recovery Therapeutic Play Nurtured Hearts Bucket Therapy & Intensive Interaction Sensory Circuits Lego Therapy Precision Teaching PG Cert in Attachment, Trauma and Mental Health
Mrs Findell	SEND	Qualified Teacher Status Masters in Advanced Educational Practice PGCE Dyslexia National SENDCo Award ACEs Recovery Therapeutic Play Mental Health First Aider
Mr Doyle	Mental Health	Degree: Mentoring HLTA Football Coach Level 3 Mental Health First Aider Counsellor (training) Comic Strip Conversations Drawing and Talking Therapy ELSA
Miss Campbell	Pastoral	Teaching Assistant Level 3 Learning Mentor Level 3 CBT Level 3 Mental Health First Aider Neglect Certificate Lego Therapy

Miss Dalton	SEND	Qualified Teacher Status EYFS trained Signalong Social Communication & Play Journals Bucket Therapy & Intensive Interaction Box Time Dialogic Book Talk
Miss Griffiths	SEND	Level 4 SEND Practitioner Tracheostomy Trained Epilepsy Trained Makaton & Signalong AAC Sensory Integration Team Teach Sensory Circuits Attention Autism
Teaching and Support Staff	SEND	Sensory Circuits Zones of Regulation Lego therapy Precision Teaching

The following CPD has been provided in the last academic year:

CPD Activity (Training/Courses)	Date	Length of Activity (Days/Hours)	Staff members
Whole School Approach to Becoming an Attachment & Trauma Informed School (Liverpool Hearts Project)	1 st September 2023	Full Day	All staff members
Empowering Staff Members to De-escalate Challenging Behaviours (Creative Education)	19 th September 2023	Half Day	JD
1:1 Sensory Menu & Recommendations (2 pupils) (Kate Maddocks – OSSME)	20 th September 2022	1 hour	JS
Edukey Support Session – Autumn Term Learning Plans (Christina O’Keefe)	25 th September 2023	Staff Meeting 1 hour	All teachers

Responding to Extreme Behaviours in Schools (Creative Education)	26 th September 2023	Half Day	CO'K
Edukey Support Session – Staff New to using Edukey (Christina O'Keefe)	27 th September 2023	Staff Meeting 1 hour	EM, ED & BW
Adaptive Teaching: Differentiation to Engage and Support All Pupils (National College)	27 th September 2023	1 hour	CO'K & NB
Edukey – Logging Interventions (Christina O'Keefe)	2 nd October 2023	Twilight 2 hours	All support staff
Thinking Psychologically about Trauma and Neurodiversity (Changing Minds)	12 th October 2023	Half Day	CO'K
The Importance of Self-care when Caring for Children Experiencing Extreme Behaviours (Creative Education)	12 th October 2023	Half Day	MM
SEND Briefing (SEND Team at School Improvement Liverpool)	24 th October 2023	Half Day	CO'K
School Advice Session with Paul Olubayo (Racism Officer at School Improvement Liverpool)	7 th November 2023	2 hours	CO'K, JD & KB
Attachment, Trauma and Mental Health (Chester University)	16 th November 2023	Half Day	CO'K & KB
LA EHCP Panel Experience (SEND Team at Local Authority)	20 th November 2023	Half Day	CO'K

SEND Legislation (Mike Mullins)	22 nd November 2023	Half Day	AL & CO'K
Inclusion Quality Mark Annual Conference (IQM)	27 th November 2023	Full Day	JM & CO'K
Hearts Network Session (Liverpool Hearts/Hope School)	29 th November 2023	Half Day	CO'K & KB
Edukey – Reviewing and Logging Interventions (Christina O'Keefe)	12 th December 2023	Twilight 2 hours	All support staff
Attachment, Trauma and Mental Health (Chester University)	22 nd January 2024	Half Day	CO'K
Hearts Network Session (Liverpool Hearts/Hope School)	24 th January 2024	Half Day	CO'K
Sensory Circuits (Christina O'Keefe)	5 th February 2024	Twilight 2 hours	All support staff
ASD – Social Communication (ASD Training Team)	9 th February 2024	Half Day	AH
Co-coaching Day SEND Focus (Bank View Specialist School)	21 st February 2024	Full Day	CD & CO'K
IQM Self-evaluation Session (IQM)	21 st February 2024	2 hours	O'K

ASD – Behaviour (ASD Training Team)	23 rd February 2024	Half Day	AW
Drawing & Talking Therapy Training (Lifelong Therapy)	8 th March 2024	Full Day	JD
Tracheostomy Awareness (Alder Hey)	11 th March 2024	1 hour	AA & CO'K
SEND Briefing (SEND Team at School Improvement Liverpool)	19 th March 2024	Half Day	CO'K
Edukey Support Session – Summer Term Learning Plans (Christina O'Keefe)	15 th April 2024	Staff Meeting 1 hour	All teachers
Epilepsy Training - including emergency medications (Alder Hey)	2 nd May 2024	Half Day	VG & CD
Precision Teaching (Together Trust)	4 th June 2024	Half Day	LW, DS, JA, MM, CS & DK
Lego Therapy (Together Trust)	4 th June 2024	Half Day	LW & DS
Bespoke SaLT Training (Together Trust)	12 th June 2024	Half Day	CD, VG, MMcG & AA
Hearts Network Session (Liverpool Hearts/Hope School)	26 th June 2024	Half Day	AL & CO'K

Our SENCO also attends the School Improvement SEN Briefings in March and November as well as the EYFS and KS2-3 Transition Events.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes them to gaining independence and preparing them for adulthood, from the earliest possible age.

It is the needs of the children which leads decision making in the deployment of staff. All staff recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning, and at times staffing, can be necessary if it is believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children, not only during class-based work but during lunchtimes and throughout the extended school day.

Finance

As a school, we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teachers for withdrawal and nurture groups
- Teaching resources
- Professional development and training

School External Partnerships and Transition Plans

The Code of Practice (2014) states that, '*SEN support should include planning and preparation for the transitions between phases of education.*'

All transitions are particularly important times in a child's school life, and even more so for those with SEND. We are very aware that such times need to be managed very carefully to reduce the anxiety and worry for the children and their families.

Where more vulnerable children are concerned, individualised transition plans will be put in place to ensure the needs of each child are met. If a child with SEND is due to change school, then the next school will be contacted and a meeting requested to discuss needs, strategies and what works for the young person. Visits are arranged for children to familiarise themselves with their new surroundings.

The SENCo and Year 6 staff members work closely with secondary schools to make transitions as smooth as possible. Throughout Years 5 and 6, children are given opportunities to visit local high schools, to experience public transportation and there is an ongoing dialogue with schools within the local community.

Transition within school is also planned carefully. Opportunities to visit new classrooms and meet new staff are given. Staff meet for handover meetings and strategies and techniques are discussed at length. Regular transition arrangements for the Early Years are also on-going throughout the Summer term.

The SENCo attends School Improvement Liverpool's Annual Transition Event to further develop strategies to aid smooth transitions to Key Stage 3.

Complaints

In the first instance, any concerns should be raised with the SENCo. A formal complaint against the provision of SEND can then, if necessary, be made to the Headteacher. If unresolved, this can be escalated to the appropriate SEND Governor.

All complaints must follow school's documented complaints procedure. This is available on the school website.

What has and has not worked this year

As a school, we are continuously striving to recognise what has worked well and had the greatest impact on the needs of the children across the school. Recent positive developments we have identified include:

1. SEND inspection led by Sue Cox, SEND Specialist - hugely successful SEND inspection, celebrating our inclusive practices and the high-quality provision for each and every child with SEND. Our report was highly positive and commented that our children with SEND are, 'thriving, not surviving'.
2. Early identification of SEND in EYFS – through quality CPD, empowerment of staff members and the introduction of WellComm assessments, early identification of SEND is now a strength. Collaboration with Chatterbugs, SENISS and ADHD Foundation has then supported us in identifying areas of need and designing and implementing tailored intervention and support.
3. Zones of Regulation – the creation and roll out of our whole school Zones of Regulation implementation plan has supported us in developing the emotional literacy skills of all children. Communal displays, classroom displays and regular lessons and discussions using Zone terminology is ensuring that this continues to be a priority. In addition, staff and family handbooks, in addition to parent/carers workshops, have been produced to support home/school collaboration in supporting emotional literacy and regulation.
4. Continued strong links with North Liverpool Learning Partnership SENCos – this has enabled us to make links with other local schools, including those with specialist facilities to seek advice in best supporting all children with SEN, particularly those with EHCPs.
5. Our Nest provision is going from strength to strength – currently, our Nest serves 14 children (8 full-time and 6 part-time); the needs of each of these children is significant and at some point during their education, they will need to transition to specialist provision. 12 of these children have finalised EHCPs and two will require applications during the next academic year. We are confident that by October half-term, the funding we receive through EHCP banding and high needs funding will cover all staffing costs. Furthermore, this model will save us money, as within mainstream classes, each of these children would require 1:1 supervision, as a minimum. During her inspection in the Nest, Sue Cox described our Nest as, 'exceptional provision for some of the most vulnerable and highly complex needs.'
6. Knowledge and understanding of SEND - we have worked hard to empower all staff so that they are equipped with the knowledge and skills to effectively cater for children with SEND within their classes; this means that **all** children have access to Quality First Teaching. By auditing staff's competence and confidence, relevant training has been identified and delivered. Class SEND files have been produced to ensure that all class teachers are aware of children in their class who have SEND, have had initial concerns raised or have an EHCP. EHCP provision has been broken down and mapped out for class teachers and support staff. Staff are now taking ownership for the one-page profiles and learning plans for the children with SEND who are in their classes.

Further developments

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

- We have sensory/physical provision in the form of personalised sensory resources, Sensory Circuits, movement breaks, motor skills interventions and a sensory area within our Nest resourced provision.
- Ongoing development of our Nest provision, and further bases, to meet the needs of some pupils with SEND.
- Achieving the Inclusion Quality Mark.
- Utilising our new Educational Psychology SLA to best meet the needs of our school.
- Reviewing the SEN Register, class overviews and initial concerns termly.
- Supporting whole school use of Edukey to promote the Graduated Approach.
- Continuing to collaborate with the NLLN and Consortia to share good practice.
- Further developing support staff audits and appraisals to support us in identifying and providing relevant CPD.
- Developing a whole school approach to the successful implementation of Sensory Circuits.
- To look at scaffolding and further develop and further adapt the curriculum.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Local Offer
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Medical Policy
- Equality Statement and Objectives
- Behaviour & Relationships Policy

Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005