

## SPRINGWOOD HEATH SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



**“Success together through caring and learning”.**

### **Welcome to our SEND Information Report 2021/22.**

This report is in the context of Schedule 1 Regulations 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

### **What is SEND?**

#### **Special educational needs (SEN)**

The 2014 Code of Practice states that a child or young person has SEN if they have a learning disability or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a 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 facilities of a kind generally provided for others of the same age in mainstream schools.

## Our vision

At Springwood Heath Primary School, we believe an entitlement to learning must be an entitlement for all pupils. Every child should have access to an appropriate education, which ensures that they have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

We pride ourselves on being unique and inclusive where everybody is made to feel very welcome, fully included and has equality of opportunity regardless of background or ability. We celebrate diversity.



Springwood Heath is a primary school for children aged between 3 to 11 with an 'enhanced provision' for children with physical disabilities and/or complex medical needs. The Local Authority is the admitting authority for the enhanced provision. The criteria is: *'clear, recorded multi agency evidence that the **child's physical difficulties significantly impairs access to the curriculum. Pupils will have significant physical difficulties affecting mobility, fine/gross motor skills and requiring therapeutic input from relevant health care professionals** along with evidence for one or more of the following: have significant problems regarding safety e.g. need for sheltered environment, protection against injury; physical difficulties give rise to a marked discrepancy between the child's attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age, pupils will be of general ability and with learning difficulties **but not PMLD.***



Ofsted (20-21<sup>st</sup> March 2018) stated:

- *Pupils' personal development and welfare, including their spiritual, moral, social and cultural development, are strength of the school. The school's ethos helps develop a deep understanding of diversity and how to overcome barriers to learning.*
- *The school's high-quality, nurturing provision supports pupils who have additional needs very well. Pupils are expertly supported with a wide and varied range of specialist therapies.*
- *A key to the school's success is the detailed and knowledgeable understanding of pupils' specific needs and interests. Adults are skilled in building strong relationships with pupils and their parents and carers. They carefully plan for the needs of each pupil and monitor their progress rigorously. Additional funding to support pupils who have SEN and/or disabilities is used appropriately and they make good progress as a result.*
- *Partnerships with other providers are strong. The school makes full use of the expertise of the therapeutic and paediatric practitioners on the school site, as well as other services from the local authority, to support all of its pupils.*
- *Teachers know their pupils well. The teams of adults in each class work closely together to deliver highly individualised learning plans, as well as whole-class teaching, to meet the interests and diverse needs of pupils.*

## What kinds of Special Educational Needs (SEND) do we provide for?

Springwood Heath provides and meets the needs of children who have a wide range of SEND. Children's SEN is generally thought of in the following four broad areas of need and support. The table below outlines areas of need and examples of support available within school.

Area of need and what that could look like	Examples of provision within school
<p style="text-align: center;"><b>Communication and Interaction</b></p> <p>Children with communication and Interaction difficulties may find it more difficult to talk about their needs and wants. They may find it difficult to understand what is being asked of them (Receptive) or they may find it difficult to find the words (Expressive) and use these words in their writing. They may take longer to respond to questions and have difficulties making friends and understanding friendships. <b>Possible SEND</b> – Speech Language &amp; Communication Difficulties, Autistic Spectrum Disorder (ASD), Aspergers Syndrome, Autism.</p>	<ul style="list-style-type: none"> <li>• We utilise a total communication environment – visual timetables, Now and Next boards</li> <li>• Differentiated curriculum through quality first teaching.</li> <li>• Socially Speaking Groups</li> <li>• Attention and Listening groups</li> <li>• Use of visual symbols and PECS.</li> <li>• Staff trained in Signalong.</li> <li>• Staff trained in Blank Levels of Questioning</li> <li>• Assessments for AAC (Assistive Augmentative Communication)</li> <li>• Paper based AAC/Communications Aids</li> <li>• Assessments by our Speech Therapist.</li> <li>• Wellcomm Intervention.</li> <li>• Home/School link books</li> <li>• Sensory Circuit available</li> <li>• Bucket time/Attention Autism</li> </ul>
<p style="text-align: center;"><b>Cognition and Learning</b></p> <p>Children with cognition difficulties may learn slower than the rest of the children in their class. They may find it difficult to concentrate, to understand what they are learning even after it has been differentiated and to be able to process information. For some children they may have difficulties with their spellings and organising their</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum through quality first teaching</li> <li>• Small teaching/Intervention groups or 1:1 sessions.</li> <li>• CRASH programme (Cool Readers at Springwood Heath)</li> <li>• Intervention programmes e.g. Lifeboat, Units of Sound, 1<sup>st</sup> @number</li> <li>• SENISS for Dyslexia/Dyscalculia Screening and assessments.</li> <li>• SENISS Specialist teacher observations for all children.</li> <li>• Precision Teaching</li> </ul>

work. For others they may have difficulties with their handwriting and writing it neatly into their school books **Possible SEND** – Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Severe Learning Difficulties

**Social Emotional and Mental Health Difficulties**

Some children may show a wide range of needs throughout their lives. They may become withdrawn and isolated, show challenging behaviour, be anxious, easily distractible, have an eating disorder, be depressed. All these may affect a child's learning. **Possible SEND** – Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder, Attachment Disorder.

- Draw & Talk Therapy
- Lego Therapy/Sand Therapy
- 1:1 with Learning Mentor and Family involvement.
- Rewards and Motivators in place – ‘Good to be Green’
- Clear and concise instructions
- Consistent staff approach
- Time for 1:1 discussions with children
- Range of fiddle toys available.
- Safe place in school
- Mindfulness lunch club
- Transition plans
- Referral to Seedlings. (Young Persons Advisory Service)

**Sensory and/or Physical Needs**

Some children may have a disability that hinders or affects their learning. These children may need extra support and equipment in order to access all the opportunities that are available to them. **Possible SEND** - Cerebral Palsy, Spina Bifida, Visual/Hearing Impairment,

- AAC and Assistive Technology assessments (Outreach/Liverpool CAAT Team)
- Specialised equipment e.g. switches, touch screen, e tran board,
- Scribe support
- School nurse & Physiotherapist on site
- All staff trained in Manual Handling
- Enhanced profiles put in place

**How do we identify children with Special Educational Needs?**

- For those children who transfer into our ‘enhanced resourced provision’ their primary need of a physical and or complex

medical difficulty will already have been recognised by Liverpool Local Authority.

- When children have an already identified SEND before they join Springwood Heath Primary School, we work very closely with the agencies that support the child in their current setting and also with their parents/carers to ensure a smooth transition into our school.
- A child may be identified as having an 'additional need' at any time during the school year. This 'additional need' could come from:
  - A child experiencing difficulties in a specific area of their learning.

Through regular assessments in school which shows the child is not making the progress we expect or this may show a particular difficulty. All children's progress in English and Maths is tracked termly.

A parent's concern – and we would hope that they would talk to us especially to the child's class teacher or our school SENCO(s). A parent concern form can be found on our school website.

Class staff concern –the child's parent/carer would be contacted and asked to come into school, so that staff could talk to them about their concern and to fill in a Cause for Concern sheet with the child's class teacher which would then be passed initially to our Assistant Heads for further interventions/strategies to be put in place prior to reaching the SENCO. Our SENCO may choose to meet with the child's parents/carers in order to gain further information.

Where children's progress is significantly slower than that of their peers, or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty, it may be that the child requires SEND support.

We pride ourselves on ensuring our parents/carers are involved early with any difficulties their child may appear to be having within our school.

### **How do we support children with Special Educational Needs?**

- If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality first teaching. This support is set out in our whole school Provision Map divided into the 4 areas of need.

- We engage in a four-stage process – Assess, Plan, Do, Review.
- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child's views, staff and school assessments.
- **Plan** – this identifies the barriers to learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on a Planning for Progress Plan which will form the basis for a termly review.
- **Do** – provide the support, intervention or learning aids as set out in the plan.
- **Review** – Measure the impact of support/intervention provided and considers whether changes to that support/intervention need to be made. This stage informs the next cycle.

### How do we assess and review the progress of children with Special Educational Needs?

- As part of our graduated response, a child may have their learning needs met through normal teaching and learning strategies e.g. small group teaching, use of ancillary equipment and aids, use of additional schemes/materials at the child's learning level and catch up programmes. Their progress is monitored by their class teacher and our Assistant Headteachers half termly.
- For some children they may need a more tailored approach to address a specific SEND that is impacting on their ability to learn. This will be discussed with the parent/carer by our school's SENCO and a Planning for Progress Plan will be put in place.
- Parents/Carers are invited to termly Planning for Progress Meetings to review their child's progress, to set their next steps and to discuss the activities, interventions and provision that will support their child to achieve their next targets.
- If the child continues not to make progress, despite high quality teaching targeted at their area of need then the school SENCO will discuss with parents/carers the need to involve Outreach specialist services. A Referral Form will be completed for additional assessments which will support further actions and focus on expected outcomes.
- If the child's development/learning and or behaviour needs are significantly 'additional to' or different from' the differentiated curriculum and educational provision made generally for the SEND children at Springwood Heath then following discussion with the child's parents/carers an application will be made for an Educational Health Care Plan reflecting the impact the child's needs are having on their learning. Our evidence of Assess, Plan, Do, Review within our Planning for Progress Plan will support this request.

### How do we evaluate the effectiveness of the provision made for children with SEN?



Monitoring progress is an integral part of teaching and leadership within Springwood Heath. Parents/Carers, children and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/cares and children are involved in each step.

- Children's progress is continually monitored by their class teacher.
- We collect pupil progress data for every child every term which is scrutinised
- Parents/Carers and children are involved in reviewing progress termly through the Planning for Progress meetings, a parent/carer review form and the Child's View Form. Discussions take place about their child including whether further provision needs to be considered, their child's needs need to be continually assessed using the graduated response or their child is making progress against national/age expected levels and sufficient progress has been made so that they no longer require SEND Support.
- A baseline assessment is taken at the start and at the end of any additional provision/intervention in order to evaluate the effectiveness and impact. Interventions are monitored by the child's class teacher and Assistant Headteachers through the class profile. Short term interventions will not last more than 6 weeks, if the child is not demonstrating progress.
- Additional meetings with parents/carers are available throughout the school year with our school's SENCO to discuss individual children's needs.

#### **How do teachers match the curriculum to an individual child's needs?**

- Quality First Teaching: All teaching and learning within our classrooms is differentiated at appropriate levels so that all children are able to access their learning and make progress. This might mean that in a lesson there could be at least 3 different levels of work set for the class and also individually differentiated work. Children would work within small class groups or at times as a whole class depending on the subject area. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, visual supports or technology to enable your child to be fully included. Teaching Assistant's may be allocated to work with individual children or to support small class groups. Children supported at this level will not always be on the SEN Support list.
- Intervention Groups: Children supported at this level may or may not be on the SEN Support list; this will ultimately depend on the support required by the individual and length of time it is needed. These groups may run in the classroom or outside in other rooms, be run by a teacher or most often a Teaching Assistant/Higher Level Teaching Assistant (HLTA) who has had training to lead these groups and can run at any time during the school day. They will be planned and monitored by the class teacher. This provision is offered when it is felt that a child is not making expected progress and therefore; is falling behind their



peers, or they need an additional boost to enable them to exceed expectations. Interventions may also be used to help fill gaps in learning caused by poor attendance, absence due to ill health or when other social or emotional barriers to learning have been identified.

- Individualised programmes: May be targeted at a smaller number of children in a small group or on a 1-1 basis; these pupils may have a Planning for Progress Plan and also may have an Education Health Care Plan.
- We recognise that some children may need support to access their curriculum, so we make use of workstations, visual timetables, support for communication, specialised ICT equipment, countdown timers and a range of software and programmes on our school website site to help children engage with their learning and become independent learners.



### What specialist services and expertise are available at or accessed by the school?

- Our school SENCO was the Deputy Head of a special school for children with physical disabilities therefore brings with her a wealth of expertise.
- Springwood Heath Primary School delivers a traded Outreach Service, supporting the needs of children with physical disabilities and fine and gross motor difficulties within all Liverpool schools and neighbouring authorities. This includes assessing and supporting children within our own school.
- The Liverpool CAAT Team (Communication Augmentative Assistive Technology Team) is a multi agency team that is led from Springwood Heath. This team assesses children who need specialist equipment to support their access to communication and their learning. This includes assessing and supporting children within our own school.
- We employ our own Speech and Language Therapist for four days a week. This enables children to receive an assessment of

their Receptive and Expressive Language levels which can support their learning within the classroom and will set targets for further language development. This assessment also acts as a referral to the Community Speech & Language Service. Children also attend weekly Speech & Language Therapy e.g. Attention & Listening Groups, Socially Speaking Groups. Our Speech Therapist ensures our classrooms are communication friendly by supporting teachers and TA's in their own language delivery.

- The school has three Centaur trained manual handlers to support the manual handling needs of children, who are mainly within the enhanced provision. All school staff have regular updated training to ensure the safety of the child they are transferring.
- One of our Support Staff members works with children on a 1;1 basis, three days a week to develop their access and to support their learning through ICT.
- Two teachers have achieved the National Award for SEN Coordination.
- Our Learning Mentor has a Behaviour Analysis and Intervention Degree.
- Springwood Heath is a member of a Primary Consortium. Through this Consortium Outreach support can be accessed i.e. SENISS Early Years Specialist Teacher Support, SENISS Specialist Teacher Support, ADHD Foundation, Seedlings. The Educational Psychologist Service is a 'traded model' which Springwood Heath purchases sessions yearly. Referrals for an Educational Psychologist assessment will be completed alongside the school SENCO. SENISS (Special Needs in School Support) is a traded service e.g. Dyslexia/Dyscalculia assessments along with additional Services e.g. ASD & ADHD Support. Referral forms will be completed by parent/carer and school SENCO

When multi agencies are involved with a family, we offer the Early Help Assessment Tool (EHAT) model in order to coordinate support for the child and their family. We have 3 staff who are trained 'Lead Professionals'.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. We attend review meetings with Children's Services and maintain a Personal Education Plan (PEP)

### **Co-Producing with children and parents/carers**

Involving parents/carers and learners is central to our approach

- Enhanced/Complex children's One-page profiles – completed annually

- Education Health Care Plan Annual Reviews – reviewed annually including parent/pupil view forms
- Planning for Progress Plans – reviewed termly including parent/pupil view forms.
- Early Help Assessment reviews (EHAT) - reviewed approximately every 6- 8 weeks
- Meetings with external support agencies e.g. Educational Psychologist, Seedlings practitioner, ADHD Foundation, SENISS, Community Paediatricians/School Health, Physio/OT
- Parents Evenings – 3 times a year.
- Transition meetings.

### **What training does the staff supporting children and young people with SEND receive?**

- Our school SENCO attends termly SEND briefings delivered by Liverpool Children’s Services. Information is then cascaded back to school staff.
- As a school we work closely with external agencies to support the needs of all our children e.g. GPs, school nurse, physiotherapists, occupational therapists, CAMHS/ Seedlings, speech & language therapists, paediatricians, social workers, educational psychologists, ASD Pathways. Many of our staff attend training organised by these professionals. It is important as a school that our knowledge of children’s additional needs is kept a priority.
- Staff attend training sessions within school, twilight sessions and Inset Days to support children with SEND e.g. using visual symbols, supporting children with a Hearing Impairment, Developing Attention & Listening skills, Language Blank Levels, Speech, Language & Communication Difficulties, Manual Handling, Attachment Disorder, Understanding ADHD, Precision teaching, Emotional Regulation in the Early Years, Neuro Diversity Champion training for Early Years.
- Our Speech Therapist is an ELKAN trainer and working towards her Postgraduate Certificate in Assistive Technology with ACE Centre North.
- Staff have received training in delivering and supporting reading and spelling/phonics programme e.g. read, Write, Inc.

### **What support is available for improving the emotional and social development of children with Special Educational Needs?**

We have a caring, understanding ethos and are a truly unique inclusive school. We welcome and celebrate diversity and believe that high self esteem and happiness is crucial to a child’s well being and their readiness to learn. As a nurturing school all our vulnerable children are known to school staff.

- Throughout the school, children access the SEAL programme (Social and Emotional Aspects of Learning) as a support to

support the RSE Curriculum. support and develop their skills of listening, talking to each other and understanding and managing their feelings. Weekly assemblies cover themes such as bullying, feeling safe, not giving up and celebrating success.

- The class teacher and Assistant Headteacher of the phase have overall responsibility for the pastoral and social care of every child within their class. Many of our TA's are the first to greet the children and to notice their emotional well being. Concerns are highlighted and acted upon quickly.
- Good teacher – child relationships contribute to children 'liking' school.
- We have a Seedlings worker based at Springwood Heath for one session a week. Referrals are made through the schools SENCO.
- We have a Learning Support Assistant who is trained to deliver 'Draw and Talk Therapy'. This is a non-threatening intervention which enables the children to draw and talk about their worries. Children are referred through our school SENCO.
- Our Learning Mentor has a wealth of experience supporting children with Social, Emotional, and Mental Health needs. She is our mental health, well-being and bereavement lead within the school, She works closely offering support to the children and their parents. (Hot chocolate is often on offer!)
- Four staff, including our Learning Mentor have been trained by Liverpool Fresh CAMHS in the ROAR response to mental health in primary schools and have equipped them, as a front-line response, with the tools to provide early intervention and support to children to children experiencing mental distress. Our Learning mentor is trained to deliver 'Sand Therapy' which enables the children to express their thoughts, feelings and emotions through the medium of sand.
- To support the development of social communication skills 'Socially Speaking Groups' are organised throughout the school
- All staff within school are approachable to any child within school as it is important that children are able to talk about any of their worries and concerns.

#### **How will we secure funding for specialist equipment and facilities to support children with SEND?**

- The school budget received from Liverpool LA includes money for supporting children with SEND. The Headteacher in full consultation with the Governing Body allocates the SEN budget to meet the needs of all children who have SEND.
- The progress of all children is tracked carefully and resources are allocated and purchased to ensure children reach their full potential. This may be through the use of specific equipment including ICT equipment, software, staff to implement intervention programmes, staff to support the care, welfare and access needs of children, staff to provide emotional support and to support attendance, resources to develop independence skills e.g. specialist cutlery, social skills.
- High Needs Funding, where appropriate, may be applied for in order to meet and support the needs of individual children.

### How are children with SEND involved in their learning?

Children with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education

- We realise that ascertaining the child's views may not always be easy, especially with very young children and those with severe communication difficulties; however, through a variety of strategies e.g. visual symbols, we will enable this to happen wherever possible.
- Children are actively involved in the development of their Planning for Progress at an appropriate level through the differentiated child views proforma. They become progressively more involved in setting and evaluating their targets within the process.
- Children's views are sought and recorded as part of the Planning for Progress and Education Health Care Plan review process where possible.
- Classroom organisation includes opportunities for choice and decision-making for all children, in some part of the day. Children are given time and encouragement to state their views and learn how to explain the reasons for their preferences.



We ensure that all children with special educational needs are fully involved in all aspects of the life of the school and are enabled to have an equal voice.

### **What arrangements are in place for handling complaints from parents of children with Special Educational Needs concerning the provision made at the school?**

We feel the relationship between our parents and the school has a crucial bearing on their child's educational progress and the effectiveness of our school action, especially for those children with special educational needs. If there is a concern then,

- Parents/Carers will be invited into school to discuss their concerns with the class teacher and SENCO who will attempt to resolve the difficulty.
- Further discussions may involve the Headteacher if matters have not been resolved.

A copy of the school's Complaints Procedure is available on request from school and on the school's website.

### **How we support children when they are joining the school, leaving the school or moving to another class?**

We recognise that transitions can be difficult for a child with SEND therefore we take steps to minimise anxieties in order to ensure a smooth transition.

- All our 'enhanced resourced' early years children have a transition plan that has been discussed and agreed with the child's parents/carers and external agencies. The transition plan will be monitored and extended or shortened with the agreement of all.
- We encourage all new children with their parents/carers, to visit the school beforehand. For some children with additional needs this may take a number of visits. For younger children, parents are encouraged to spend time with their child in their new classroom setting to help them settle into the new environment.
- We have prepared visual welcome flyers for each classroom so that if children become anxious prior to starting at Springwood Heath they can see photographs of the class staff, know their names and see photographs of the classroom environment.
- We liaise very closely with all our local secondary schools to ensure that the transition from primary to secondary school is as smooth as possible. This may involve having a detailed transition plan and ensuring additional visits are planned. Our SENCO and the receiving SENCO meet to discuss each individual child and their SEN needs.
- Information within school is passed onto the new class teacher including time given for teachers and support staff to meet and discuss individual children's needs. Individual enhanced profiles and manual handling plans are updated to reflect individual children's needs.
- All children are involved in a school transition morning early July but children with SEND needs are able to have additional

transition visits to support their emotional well being.

### Who to contact in school?

- Mr Ian Hunt – Headteacher
- Mrs Chris Beacall – Associate Headteacher/SENCO  
[c.beacall@springwoodheath.co.uk](mailto:c.beacall@springwoodheath.co.uk) 0151 427 7759
- Mrs Sarah Leslie – SENCO
- Mrs Julie Pendleton – Communications Officer
- Ms Rebecca Wainwright – Speech Therapist
  
- Assistant Heads – Mrs Tina Carruthers (FS1, FS2, Yrs. 1 & 2) Mrs Sarah Dunbar (Yrs. 3, 4, 5, 6)
- SEND Governor – Mrs Clare Roberts/Mrs Johanna Fitzsimmons may be contacted through the school office.

### Contact details of support services for pupils with SEND including this arrangement made in accordance with clause 32

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers – all in one place. Knowing what is out there gives you more choice and control over what support is right for you and your child.

On the local offer website, you can search for services from a range of local agencies including education, health and social care.

<http://liverpool.gov.uk/localoffer>

For general support and advice parents/carers may contact **Special Educational Needs & Disability Information Advice and Support Service (SENDIASS)**

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?d=mj3W9YG86yM&familychannel=0>

Parents are often signposted to the support offered by a variety of agencies including:

- **Advanced Solutions** and the **Isabella Trust** for advice if they are experiencing difficulties with Sensory Processing Difficulties (SPD)

<http://www.advancedsolutions.co.uk/>

0151 486 1788

<http://www.theisabellatrust.org/autistic-spectrum-disorder-asd/>

0151 792 8178 / 0151 378 0998



- **Advanced Solutions and ADHD Foundation** for ADHD support  
<http://www.adhdfoundation.org.uk/>
- **Advanced Solutions and National Autistic Society** for Autistic Spectrum Condition  
<http://www.autism.org.uk/>
- **Liverpool Alder Hey Autism Spectrum Pathway**  
<https://www.thelivewelldirectory.com/Services/16>                      [asdqueries@alderhey.nhs.uk](mailto:asdqueries@alderhey.nhs.uk)
- **Scope** for families of children with physical difficulties  
<https://www.scope.org.uk/support/families/primary>
- **Liverpool Mental Health and Wellbeing Directory**  
<http://www.wellbeingliverpool.org.uk/>