

Rice Lane Primary School and Nursery



Special Educational Needs Information Report 2024-2025

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and

disabilities), effective September 2014, details four broad areas of need as follows:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs**

1. Information about Rice Lane's policies for identification and assessment and provision for pupils with SEND

We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams.

As a school, we actively sought advice from many outside bodies. These include, but are not limited to: Liverpool's educational psychologist, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND.

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:

- Noticeably different when compared to their peers who started from the same baseline.
- Significantly slower than their peers.
- Creating a gap between them and their peers.
- Requiring them to have additional support.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCo and specialist teachers/agencies happens through the use of observations, formative and summative assessments, personalised support plans and termly review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCo and other outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.

Specific reference is made to termly NFER assessments Interventions are implemented and reviewed by teaching staff (then passed onto the SENDCo) on a termly basis to ensure they are allowing SEND children to progress.

All interventions are monitored on individual and group record forms based around input and output measures to assess progress and the impact of the intervention

Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.

As a school, we track children's progress from Nursery to Year 6 using a range of formative and summative assessments including observations, NFER tests and phonics tracking. Children who are not progressing with the rest of their cohort are identified and support is put into place.

Teachers then discuss individual children with the SENDCo and next steps are put into place. This could include:

- A personalised support plan
- Intervention groups
- Assessments from outside agencies
- Consultation with the local authority's Educational Psychologist
- Request for an Educational, Health and Care Plan

2. The school's approach to teaching pupil's with SEND:

- * How adaptations are made to the curriculum and learning environment of pupils with SEND
- * Support that is available for improving the social, emotional and mental health of pupils with SEND

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children.

Our curriculum also includes social aspects that are essential for life-long learning, personal growth and development of independence.

Through **quality first teaching** we adapt the curriculum and learning environment for pupils with SEN:

- Use a range of teaching and learning styles
- Adapting learning materials
- Scaffolding
- Access to ICT
- Additional in class support
- Enrichment and enjoyment opportunities to stimulate and motivate learning
- Flexible groupings
- Ensure all pupils have access to the school curriculum and all school activities

Particular reference is made to whole school Thinking Skills approaches with a focus on metacognition and self-regulation.

Some children may need support in addition to quality first teaching through a carefully planned intervention:

English:

- Small group support in class through guided reading/ writing
- Individual daily reading to teaching assistant/ class teacher
- Withdrawal into target groups for intervention programmes aimed at developing reading/ writing skills
- Phonics based reading scheme
- Booster classes for Year 6 children
- Precision Teaching
- Lexia
- Pre teaching
- Tutoring

Wellcomm Screening is used in early years to identify pupils who are below age appropriate levels in terms of speech, language and vocabulary development – a strong focus is maintained on ensuring pupils build their vocabulary and language skills over time.

Mathematics:

- Small group support in class through guided teaching
- Withdrawal in a small group for 'catch-up' maths activities
- Withdrawal by teaching assistant (or class teacher) for 1:1 support
- Withdrawal into target groups for intervention programmes aimed at developing numeracy skills
- Pre teaching
- Precision teaching

Foundation subjects:

- Small group-work within class (through guided teaching)
- Withdrawal by a teaching assistant for 1:1 support

Social, Emotional and Mental Health

- ADHD Outreach Foundation
- Educational Mental Health Practitioner linked to school
- Children can be referred internally to the Learning Mentors
- Children can be referred to external agencies such as CAMHS or Seedlings
- Brighter Horizons4U, bereavement counsellor in school each week
- Personalised PSHE Curriculum
- Support from OSSME.
- Use of PASS to monitor pupil self -regulation and motivation
- Calm Start
- Access to regulation areas

Communication and Interaction

- We run various targeted support such as Time to Talk, Social Communications, Lego Therapy, comic strip and social stories
- Children in Nursery and Reception take part in the NELI intervention and Nursery have support from Chatter bugs
- Throughout school use social stories and comic strip conversations

- Specialist outreach teacher from OSSME supports children in school once a week and also supports families

Sensory and Physical

- Sensory Service into school to support children
- Adaptations made to support children with a Visual Impairment, Hearing Impairment or physical disability
- Personalised programmes set by Occupational Therapists and Physiotherapists followed
- Sensory circuits
- Access to sensory rooms

3. The school's approach to teaching pupils with SEND:

Class teachers are responsible for:

- Evaluating the effectiveness of the provision made for pupils with SEND
- Arrangements for assessing and reviewing pupil's progress towards outcomes, including opportunities to work with parents and pupils as part of this assessment and review
- Quality First Teaching – to plan and deliver lessons that meet all needs in their class
- Overseeing planning and working with each child with SEND in their class, ensuring that progress is being made
- Regular conversations with their teaching assistant to assess the effectiveness of interventions that are in place
- Liaising with parents and carers about the provision of their child
- Creating and following Pupil Profiles which are shared with parents and carers
- Ensuring classroom staff members and visitors to the classroom are aware of provisions in place and children's individual needs
- Supporting the planning and delivery of interventions
- Ensuring adults in their classroom are following the school's SEND policy

4. Contact Information Name of SENDCo:

Name of SEND

Governor:

Contact information:

Miss Sara Murphy (school SENCO)
Mrs Elizabeth Baxter (SEND Governor)
0151 525 9776

5. Information about the expertise and training of staff in relation to children with SEND

Miss Sara Murphy – Qualified Teacher and qualified SENCO (NASENCO).

All teachers at Rice Lane Primary school have gained a suitable teaching qualification, most at degree level. Our teaching assistants have all gained teaching assistant qualifications.

1:1 support assistants are qualified to at least TA level

Teacher and teaching assistants receive regular training. This academic year staff have been involved in:

- Safeguarding children

- Mental Health
- ASC by OSSME

Specialist expertise for children requiring additional SEND support is secured through the SENCO who uses local authority recognized agencies. The amount of input from these agencies can differ through the year depending on the needs of the pupils.

6. Information about how equipment and facilities support children with SEND.

When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily.

The children on the SEND register on Wave 1 will receive quality first teaching and a one page profile. Children on the SEND register on Wave 2 and 3 will have this support plus a Personalised Support Plan with SMART targets. Personalised Support Plans are written by a child's class teacher in great detail relating to a child's background, their needs current attainment levels and SMART Targets. Some Personalised Support Plans will be supported by the SENDCo and may include relevant information from outside agencies (Wave 3). These are used to inform the planning and delivery of whole class and small group lessons (including interventions).

Each child's Personalised Support Plan will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and SENDCo and will be shared with parents/carers.

For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCo and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.

If a child's needs go beyond the school's expertise, advice will be sought from Liverpool City Council. This may include additional funding or an Educational, Health and Care Plan (EHCP).

If a pupil obtains additional funding, they will continue to be educated at Rice Lane Primary School where appropriate. If an EHCP is given, Liverpool City Council would look at their facilities within the borough and decide on the most appropriate school to support the child – this may be at Rice Lane Primary School or at a specialist school.

7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.

As a school, we offer regular opportunities for parents to come into school, these include:

- Celebration assemblies
- Coffee mornings
- Parent evenings
- Signposting to wider support in the community
- Communication through tapestry or arbour
- Opportunities for parents to learn how to support their child's learning – maths and English workshops
- Rice Lane Primary school works closely with the Early Help Team (at present part of an Early Help Pilot)

8. The arrangements for consulting children with SEND and involving them in their education.

Pupils with SEND are prompted to comment on their Personalised Support Plan, advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

Should you need to make a complaint about your child's provision, contact the SENDCo via the school office.

If the complaint is about the SENDCo, you can contact the Headteacher through the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.

The relevant referrals are made through SENDCo

11. The contact details of support services for the parents of pupils with SEND, including those Parent Partnerships at Liverpool City Council. They will ensure that you are fully supported and guide you through the process. made in accordance with section 32.

Liverpool and Knowsley SENDIASS on 0800 01929066.

All contact is confidential except when you agree to let SENDIASS talk to other agencies on your behalf, or if a child is at risk.

Other support services can be found at Liverpool's SEND Local Offer

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localoffer_channel=0

12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.

New Starters

Before children start in Nursery or Reception the Early Years Phase Leader and/or SENCO contact previous settings/families and arrange meetings or extra transition support if appropriate. All children are invited into a taster session. Photographs of the staff and classroom are usually sent home.

Transitioning through year groups

At Rice Lane Primary School, we recognize that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. All children attend their new class for a 'taster' day and some children may have additional visits. Some children are supported by the Learning Mentor and may do some activities to support them with change.

Transitioning to a New Setting

When a child transitions to a new setting, all relevant information is passed on. If a child has needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school we have strong links with feeder high schools. This allows us to set up meetings to discuss all children who we feel may need additional support.

13. information on where the local authority's local offer is published.

Liverpool's SEND Local Offer

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localoffer_channel=0

Reviewed ; September 2024
Next Review ; September 2025