

St Margaret's Church of England Academy

SEND Information Report

September 2023-2024

The SENDCo at St Margaret's C/E Academy is Mrs. B. Parry. She can be contacted at the Academy via email at admin@stmargaretsacademy.com

SEND Governor: Siobhan Hughes

Local Offer Contribution: www.liverpool.gov.uk/localoffer

School Offer Contribution: <http://www.stmargaretsacademy.com/need.php>

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 or young people 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 reasonable adjustments and personalised approach to teaching and learning.

We make it a point to raise aspirations with ALL our learners. This is a whole-school approach, and this report will promote how we underpin this practice across the classrooms, pastoral care and support arrangements.

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

All teachers are responsible for every child in their care, including those with special educational needs and disability. (Reference: Special Educational Needs and Disability code of Practice 2015. Chapter 6.36)

Access: In assessing a child/young person, the Academy will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put into context of the individual's development compared to the Academy's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own and Parent/Carer views are sought as are those of external support services involved. The Academy liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly.

Plan: We recognise that we must formally notify Parents/Carers if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the Parent/Carer and the pupil 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 Academy's SENDCo supports the class or subject 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 they can be linked to classroom teaching.

Review: Reviews are carried out on an agreed date. Some children have an EHCP (Educational, Health and Care Plan). These must be reviewed by the local authority in partnership with the Academy at least annually. These reviews are arranged at the Academy and are part of the SENDCO's role. At the review the purpose is to evaluate the impact and quality of the support and consider the views of the Pupil and Parent/Carer. The teacher working with the SENDCO will revise the support considering the pupil's progress and development and any changes to support and outcomes will be made in consultation with the Parent/Carer of the pupil. We strive to provide clear information to Parent/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 pupils and this may involve others being present at review meetings and the SENDCO attending meetings offsite to support the transition process. Having consulted with children, young people and their parent/carer, all our additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professional that offers the support to the child/young person and hold both our internal/external providers and ourselves to account.

SEND Needs:

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

1. Communication and Interaction

Children and young people with ASD, (Autism Spectrum Disorder) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (Reference: Special Educational Needs and Disability code of Practice 2015. Chapter 6.29) Students are currently invited to attend a lunchtime group to improve their social skills. Vulnerable students are also invited. This is an opportunity for friendships to grow in a safe and familiar environment. The SEND team also monitor the social skills of the group and input as necessary. Activities are based around games and turn taking activities. We also offer TalkAbout and Lego Therapy intervention delivered by a trained ESA member of staff.

2. Cognition and Learning

Interventions include Specialist Teaching for Specific Learning Difficulties, Catch Up Literacy and Numeracy (Delivered by trained ESA staff) and computer packages for reading and spelling. Interventions also include, Warm Up to Write to support students with weak handwriting and Subject Specific Vocabulary to support students developing their knowledge for new words. We also offer Intervention from a Dyslexia Specialist teacher.

3. Social, emotional and Mental Health

Students are supported within the strong pastoral system. We also have school counsellor sessions on a referral basis and a behaviour outreach counsellor as well as drop-in sessions per week. A family Liaison Officer is based in the Academy to support the students and their families.

4. Sensory and/or Physical needs

These are catered for on an individual basis, taking account pupil and parent/carer voice. Where care plans are in place – Paediatricians and/or Occupational Therapists advice is followed. (Reference: Special Educational Needs and Disability code of Practice 2015. Chapter 6.28-35). There are currently 999 students on roll and we have **231 children or young people on the SEND register 23.1%, 204 (20.4%) on Send Support and 27 (2.7%) EHCP.** We have internal processes for monitoring quality of provision and assessment of need, including learning walks, departmental evaluation, lesson observations, CPD sessions to share good practice and data analysis.

Co-producing with children, young people and their parent/carers.

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

Action/Event	Who's involved	Frequency
SEND Coffee meetings	Parents/carers SENDCO Pupils SEND Team	Termly
Sil Transition Events	SENDCO	Annually
Dyslexia Awareness Week	All Staff Pupils	Annually
Neurodiverse week	All Staff Pupils	Annually
Staff CPD	All Staff	Termly
Options careers talk	SENDCO Pupils SEND Team	Annually, YR9 and YR11
Reviews	SENDCO Parents/Carers Pupils	Annually
Transition reviews	SENDCO Parents/Carers Pupils	Yr11 and YR13

Staff development and Qualifications

We are committed to developing the ongoing expertise to our staff.

The current SENCO was appointed in September 2023.

- LSA's trained in LEGO Therapy and Talkabout – ongoing.
- We have 2 counsellors in school, and they are also able to do virtual on-line counselling for students unable to come into school.

- Secondary bereavement awareness training, supporting pupils with memory difficulties, Understanding young minds.
- All teaching staff have continued to address their Quality First Teaching/whole school aspects
- Our SENCO attends the School Improvement SEN Briefing in March and November.
- All teaching and support staff have received phonic training
- All teaching and support staff received training from Sendscope.
- All staff delivering specific interventions receive training related to that programme

o Lexonic Leap

o Lego therapy

Staff deployment

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

- Currently we have 8 support staff working across KS3, KS4 and KS5 curriculums under the direction of the classroom teacher and support from the SENCO.
- Outside agencies for specific interventions or assessments - SENISS

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our approach involved: Year 6 Transition Team including the Head Teacher, Head of Year, SENCO, Transition coordinator. It involved dialogue with Primary Schools and parent/carers.

We closely monitor children and young people's destination data.

Complaints

Any complaints should first be raised with the SENCO, then if necessary, with the Head teacher and finally, if unresolved, with the Governors. All complaints follow the school's complaints procedure.

In managing parental complaints related to SEND any of the following may apply:

- Meetings with parents/carers may be arranged, perhaps involving a mediator.
- Key issues may be identified including where there is agreement.
- Discussions may take place with SENCO
- Reports provided by outside agencies may be considered.
- Outcomes may be reviewed examining what progress the pupil has made.

Relevant school policies underpinning this SEN Information Report include:

- SEN policy

- Behaviour and Relationships Policy
- Equal Opportunities Policy

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice (January 2015)
- Teacher' Standards (2012)