

Netherton Moss Primary School

SEN Information Report September 2024

<p>1) What kinds of Special Educational Needs does Netherton Moss Primary School make provision for?</p>	<p>Netherton Moss Primary School is a school located in the North of Liverpool with 214 pupils on roll in 1 Nursery and 7 main school classes. The proportion of pupils with Special Educational Needs (SEN) is above national average. At Netherton Moss Primary School, we make provision for children with SEN within each of the four categories identified in the 2014 SEN Code of Practice:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, mental and Emotional Health• Sensory and/or physical <p>We currently provide support for children within all four areas. We have an experienced staff who support children with Speech and Language difficulties, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Hearing and Visual Impairment, Specific Learning Difficulties such as dyslexia, dyscalculia and social and emotional needs. We work closely with outside agencies from education, health and social services to support the wide range of educational needs. When necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.</p>
<p>2) How will Netherton Moss Primary School identify and assess my child's Special Educational Needs?</p>	<p>Early identification of pupils with SEND is important to overcoming barriers to learning. At Netherton Moss, the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers and subject co-ordinators.</p>

	<p>If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCO. All children with SEND have individual targets that are reviewed regularly and teachers are formally asked at key points throughout the year to reflect upon the progress of children on our SEND register. At these times teachers are also asked to identify any other children of concern.</p> <p>Regular discussions between teachers, teaching assistants and the SENDCO take place. During these discussions, pupils of concern are identified and progress/provision of all children on the SEND register is discussed in detail in order to inform future provision and priorities.</p> <p>The SENDCO will liaise with the relevant outside agencies, where further assessment is required for a better understanding of a pupil's needs.</p>
<p>3) Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans including -</p>	<p><i>a) How the school evaluates the effectiveness of its provision for such pupils</i> Provision and interventions are reviewed regularly and rigorously within school to ensure their effectiveness and measure their impact. Any interventions that are found not to have an impact are then discontinued.</p> <p><i>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</i> At Netherton Moss, we have a robust system of record keeping (CPOMS) for Behaviour and Safeguarding including for those children with SEND. The Senior Leadership Team, Subject Leaders and Governors also evaluate Pupil Progress and Attainment. Pupil Progress meetings are held each term. This meeting between the class teacher and Senior Leadership Team is to discuss the progress of the pupils in their class, including those children with SEND. The Leadership and Management Teams monitor the Quality of Teaching.</p>

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. We use the graduated approach cycle of Assess, Plan, Do, Review.

SEN Support Plans are written for all children on our SEND register. These are written by the class teacher in conjunction with the SENDCO. They are reviewed regularly. For any children with an EHCP or in receipt of High Needs Funding, any professionals involved with the child may be involved in this process. The SENDCO monitors and supports this process and holds meetings with parents where necessary.

c)the school's approach to teaching children with special educational needs

For some activities, children at Netherton Moss Primary School are grouped according to ability but we also ensure that pupils are provided with the opportunity to work with children of all abilities within their class throughout the year. Teachers adapt the learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and adaptation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels.

The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEN and disabilities are fully included in activities throughout the school day.

d)how the school adapts the curriculum and learning environment for pupils with special educational needs

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of our school.

Our school accessibility plan details our intent to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

e) additional support for learning that is available to pupils with special educational needs

Our school budget has an allocation for SEND, and our governing body ensures that resources are allocated to support appropriate provision for all pupils requiring it. High Needs Funding (top up funding), where deemed necessary, can be applied for via the Local Authority. This funding request is done for children with the most significant needs and who require significant levels of support to enable them to access mainstream provision successfully. For children with an EHCP, school follows the agreed action plan to ensure that additional support is put in place to enable the child to make progress with their learning.

f) how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

At Netherton Moss, we have a whole school approach to inclusion which supports all learners engaging in activities together. We always endeavour to make reasonable adjustments so that all learners can join in with activities, including physical activities, regardless of their needs. We are fully committed to giving all our children every opportunity to achieve their full potential, and any barriers to learning or engagement in the wider curriculum are reviewed and discussions had about how to overcome these.

g) support that is available for improving emotional, mental and social development of pupils with special education needs.

At Netherton Moss, we aim to provide a broad and balanced curriculum for all pupils in a stimulating and creative environment. The school fosters a love of learning by developing and building upon individual strengths and talents. We aim to ensure that the barriers to learning are removed so that every pupil reaches their full potential. We value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style.

We also work with outside agencies such as CAMHS, Brighter Horizons Counselling, an art therapist, Alder Hey School Mental Health Support team, family support workers and our local Children's centre to provide bespoke services for vulnerable children. We also engage the services of VIBE, a local youth charity, to support cohorts with mental health and well-being needs.

School now has a trained Senior Mental Health lead who is responsible for overseeing the SEMH provision in school.

Our PSHE programme follows the Academic Resilience Approach that ensures that children who are SEND and disadvantaged have their basic needs met.

We also have CAMHS students from Edge Hill on placement who work with individual children or small groups to help support their SEMH needs.

In school we also have a Well-Being Action Group, made up of staff and governors who provide scrutiny and support of the school's SEMH provision.

ELSA - We have two fully trained ELSA TAs who support the emotional development of children and young people in school.

4) Who is the SENDCO and how do I contact them?

Our SENDCO is Mrs Jody Benham, who can be contacted via the details below. Mrs Benham is supported in this role by Mrs Fiona Washington (Class Teacher). You can contact our SENDCO or the SEND team as follows:
email: SEN@nethertonmoss.co.uk or jbenham@nethertonmoss.co.uk
tel: 0151 525 5026

5) Information about the expertise and training of staff in relation to children and young children with special educational needs and about how specialist expertise will be secured.

At Netherton Moss, we have experienced teachers and teaching assistants. Together we adopt a caring and nurturing environment for all pupils, including those with a special educational need. Our SENDCO, Mrs J Benham, has over 20 years experience in the role. As a school we value the importance of staff CPD in areas of SEND. We ensure that staff have access to the latest practices and strategies to enable them to support children within the four main areas of need. Netherton Moss uses a number of TA's to run intervention groups throughout school. These include: Phonics (ReadWriteInc) , IDL, Maths, social communication, social and emotional, and Fine/Gross Motor Skills. We also have 1 part-time Intervention Teacher and a full time intervention TA, who deliver interventions to small groups or on a 1:1 basis.

For interventions, children will be placed in a small focus group or receive some 1-1 support. The length of time of the intervention will vary according to the need and it will be regularly reviewed to assess its impact.

Sometimes a pupil may need more expert support from an outside agency. A referral will be made, with consent from parents/carers and forwarded to the appropriate agency.

We also work with many outside agencies. These include: Educational Psychology services, Community Paediatrician, School Nurse, Speech and Language and Sefton Inclusion Service and Occupational Therapy. We also employ an independent counsellor and have an art therapist working with us too.

Each classroom has a Teaching Assistant and we currently have 1:1 support for 10 children.

<p>6) Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Where required, access to specialist equipment will be arranged with the appropriate external agency to ensure all reasonable efforts are made to enable access to a full curriculum.</p> <p>We are also using variety of technology (eg. Ipads/ laptops/ reading pens) to support children with SEND and their learning.</p>
<p>7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.</p>	<p>At Netherton Moss, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time.</p> <p>We aim to meet with parents of children with SEND as they join our school, either in Reception or in later years. The SENDCO then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.</p> <p>For children with EHC Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their targets. Individual targets are looked at in detail and decisions about future provision is jointly agreed.</p>
<p>8) The arrangements for consulting young people with special education needs about, and involving them in, their education.</p>	<p>When supporting children with SEND, we communicate with our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. As part of the SEND support plan process we gather pupil voice at various points throughout the year.</p> <p>For children with an EHC Plan we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words.</p>

	<p>Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.</p>
<p>9) Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>At Netherton Moss, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.</p> <p>If parents have questions or concerns about the provision for a child with SEND, in the first instance, we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENDCO or Headteacher.</p> <p>In the unlikely event that a concern is not resolved, where there are difficulties regarding SEND provision, parents can get support and information from Sefton's Special Educational Needs and Disability Information Advice Service (SENDIASS).</p> <p>For parents of children with an EHCP, there will also be an allocated caseworker who can be contacted regarding any issues or concerns.</p> <p>You can contact Sefton's Information, Advice and Support Service by calling 0333 323 8003 or emailing sefton.sendiass@barnardos.org.uk or visiting https://barnardosendiass.org.uk/sefton-sendiass/</p>
<p>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 children with special educational needs and in supporting the families of such pupils</p>	<p>The SEND team and Head teacher attend termly SEN Inclusion forums, where research, best practice, resources and expertise in both SEND and wider aspects of inclusion, from around the UK and beyond are discussed. SEND staff also attend SEND forums and briefings with the Local Authority. When specialist support is required beyond what the school is able to offer, an individual referral to the appropriate agency will be made. With all referrals, parents will first be consulted and their consent sought.</p> <p>We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met. This includes working with:</p>

SENIS Special Education Needs and Inclusion Service. Sefton's Inclusion Consultant to the school: Ms Sophie Walsh

Educational Psychologist:
Our school EP is: Dr Tricia Lunt

Speech and language Therapists:
We liaise with several Speech and Language Therapists from our local service, who, when necessary, will work with children in school. They also provide programmes to enable our staff to work with children in school who have speech and language needs.

Occupational Therapists:
Children in need of OT assessment will be referred by the SENCO or family GP. Where necessary the Occupational Therapist will carry out work with children in the school. They also provide programmes to enable our staff to work with children in school who have fine/gross motor needs or sensory needs.

Medical practitioners including paediatricians and Child and Adolescent Mental Health Service (CAMHS).

School Nurse:
Our school nurse is Ruth Swanson. Ruth supports families within school with 1:1 sessions and telephone calls.

Social Workers from Sefton Council and other local authorities. Professionals, such as Family Workers from the local Children's centre.

	<p>Art therapy: We are currently working with an art therapist who is supporting a number of children in school.</p> <p>The school employs an independent counsellor from Brighter Horizons</p> <p>School Mental Health Team (SMHT). They work with school staff, parents, families, children and young people to provide training, consultation, group work, assemblies, family work and one to one sessions. School is working with our Alder Hey SMHT to identify and support children with SEMH needs.</p> <p>When multi-agencies are involved with a family, we offer the Early Help Model or CAF/TAF in order to coordinate support for that child and their family.</p>
<p>11) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>For general support and advice parents/carers may contact Sefton Educational Needs & Disability Information Advice and Support Services (SENDIASS) You can contact Sefton's Information, Advice and Support Service by calling 0333 323 8003 or emailing sefton.sendiass@barnardos.org.uk or visiting https://barnardosendiass.org.uk/sefton-sendiass/</p> <p>As part of the Children and Families Act 2014, Local Authorities have been directed to produce a Local Offer, which provides clear and accessible information about the provision the Local Authority expects to be available locally for children and young people from 0 to 25 who have special educational needs and/or disability (SEND). Sefton's Local Offer can be viewed via the following link:</p> <p>http://www.seftondirectory.co.uk/localoffer</p>

12) The schools arrangements for supporting pupils with specialist educational needs in a transfer between phases of education

Change can be challenging for all children, particularly children with SEND. Therefore, at Netherton Moss we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with our own Nursery and other preschool settings to support the successful transition of all of the children as they begin their school journey with us in Reception.

Our Reception teacher visits the children in their preschool setting. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCO, Early Years Lead, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. Children with SEND may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If a child with SEND is joining Netherton Moss part-way through their schooling, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a positive transition for the child.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND.

All children are given the opportunity to spend a morning and an afternoon with their new class teacher.

Where necessary, children with SEND make additional visits to their new classroom, and are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them.

Transferring to a new school:

If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Headteacher and SENDCO to ensure that they are well-informed of the child's individual needs. .

Moving on to high school can be an exciting but daunting time for all children so at Netherton Moss we ensure that the children are well- prepared for the transition. We have good links with the local high schools including specialist provision schools within the local area.

The SENDCO meets with SENDCOs or Mentors from the high schools that our children are transferring to. For children with EHC Plans, the SENDCO from the high school will be invited to either the Annual Review prior to transfer. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to high school education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCO will arrange an extra visit to the high school. Many of our high schools offer 'Summer Schools' for vulnerable pupils to ensure a smooth transition.

The SEND team also meet with our Inclusion Consultant from Sefton SEND department (SENIS) in the Autumn term of Year 6 to identify children who may need an enhanced transition to high school and discuss their individual needs. In the Spring term, there is also

	<p>an opportunity for the SENDCo and other key Y6 staff to meet with the SENDCos from the local high schools in a "Moving Up" transition event organised by SENIS.</p> <p>Where it is felt that a child will struggle to cope with the move from nursery to reception or Y6 to Y7, school can apply to SENIS for transition funding to support a child in their first term of their new Key Stage.</p>
13) Information on where the Local Authority's Local Offer is published.	<p>As part of the Children and Families Act 2014, Local Authorities have been directed to produce a Local Offer, which provides clear and accessible information about the provision the Local Authority expects to be available locally for children and young people from 0 to 25 who have special educational needs and/or disability (SEND). Sefton's Local Offer can be viewed via the following link:</p> <p>http://www.seftondirectory.co.uk/localoffer</p>