



'Imagine, Believe, Achieve'

Dovedale Primary School SEN Information Report

October 2023

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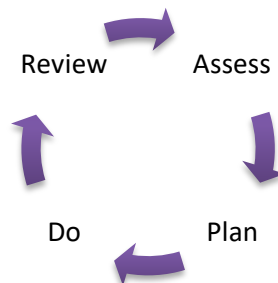
Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=VGxXTEOhNbU&localofferchannel=8-4>

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 an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. 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:



All teachers are responsible for every child in their care, including those with special educational needs.

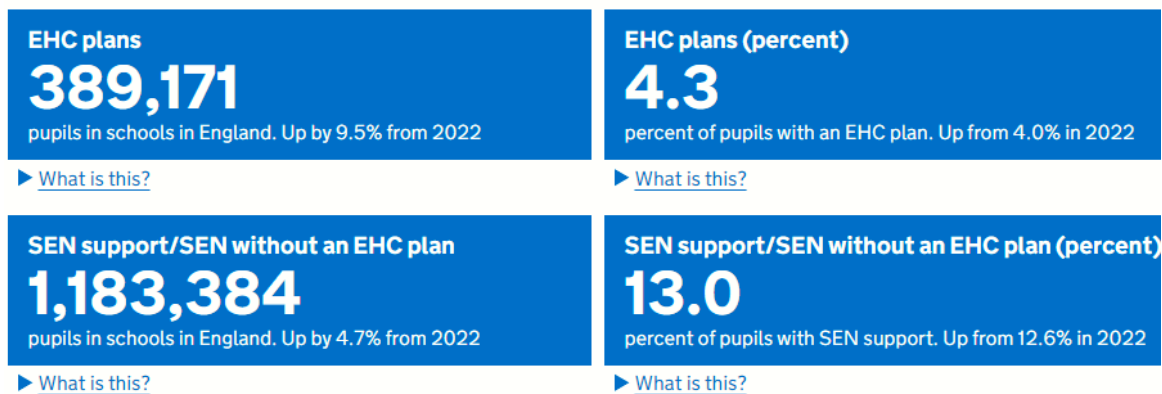
See Local Offer Question 2

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:

In July 2023 there were 163 (+8 from 7/22) children on our SEND register. 151 children at School Support and 12 pupils had an Education, Health Care plan (EHCP).

Headline facts and Figures -2022/23



Over 1.5 million pupils in England have special educational needs (SEN)

An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england> is a link to the full document of you would like more information.

	Number of pupils at SEN Support	Number of pupils with an EHC Plan	% of pupils at SEN Support	% of pupils with an EHC Plan 2022	Total % of pupil population with SEN
National Data			13.0% ↑	4.3% ↑	17.3% ↑
January 23					
Liverpool Data		Awaiting breakdown of figures from LEA			19.3%
Dovedale data	151	12	18.2% ↑	1.4% ↓	19.6% ↑

July 2023		83.3% boys 16.6% girls	Above national average	Below national average	Above national average
Dovedale data July 2022	155	16 ↑ 81.25 %Boys 18.75% girls	16.8% ↓ Above national average	1.9% ↑ Below national average	18.7% ↑ Above national average
Dovedale data July 2021	141	11 100% boys	17.6	1.4	19%
National Data January 2021			12.2% ↑	3.7% ↑	15.9% ↑
National Data January 22 Liverpool Data		Awaiting breakdown of figures from LEA	12.6% ↑	4% ↑	16.6% ↑ 19.3%

Children and young people's SEN are classified in the Code of Practice 2014(last updated in Jan 2020) in the following broad areas of need;

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. For examples of the provision on offer at Dovedale for children with Communication and Interaction needs see below;

Provision
<ul style="list-style-type: none"> • WellComm Screening for all children in EYFS and Intervention groups for highlighted children across the school • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Relevant and specific interventions • Access to additional specialist support and/or Pastoral team as required • Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables, privacy boards • Speech and Language programmes provided by an NHS Speech Therapist • EYFS Narrative Groups • Talking Partners Intervention groups in Rec/Y1-Y3 • Social skill groups e.g. Time to Talk, Socially Speaking • Advice and support from SaLT/SENISS • Screening and assessment from a SaLT assistant -commissioned service 2 days per week • Lego Therapy KS1/2 • Weekly Living Language Group for Children with High Needs

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Provision
<ul style="list-style-type: none"> • Quality first teaching e.g. -understanding of all pupils and their needs <ul style="list-style-type: none"> • Flexible groupings • Use of technology and scaffolding • Complement high quality teaching with carefully selected small group interventions • Tasks adapted to the level of the individual child • Adaptations to the environment, where necessary • Individual targets where appropriate, recorded on SEN Support plan and reviewed termly • Access to additional specialist support when necessary e.g. SENISS, EP, SLD Outreach • Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, coloured exercise books and overlays • Time bound, focussed intervention groups e.g. Cracking Comprehension, First Class@ Number • RWInc Phonic Booster sessions • Closing the Gaps groups-delivered at point of need and directed by the AHT for KS2 • 1:1 Reading Partners, use of Precision Teaching

- 1:1 or 1:2 specialist programmes for children with high needs e.g. Memory Fix, Active Literacy Kit(ALK)
- Beanstalk Reading Partners for targeted Pupil Premium pupils
- IDL(Independent Dyslexia learning)
- FFT Lightning Squad Reading Programme
- Use of ICT and technology to support recording, where appropriate

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognise the importance of positive mental health and the impact this has on learning. We have a Pastoral team which consists of a team leader (Mrs Fox) and 2 full time pastoral LSAs (Mrs Keough and Mrs Murphy) as part of our school staff. We are very proud to have achieved the School of Sanctuary Award from Liverpool City Council

Provision

- Quality first teaching—maintain a positive and supportive environment for all pupils
- MISP delivered to all classes by Mrs Norfolk
- Tasks adapted to the level of the individual child
- Possibility of small group or one to one support
- Adaptations to the environment where necessary e.g. work station, individual visuals
- Movement breaks and use of trampette/peanut ball, other specialist resources
- Individual targets/ ABC sheets completed with pupil, where relevant
- Relevant, personalised and specific interventions led by school
- Access to additional specialist support as required e.g. Time out facility
- Individual support sessions with PST
- Confidence workshops with PST
- Time to Talk Groups EYFS, Y1, Y2
- Friendship Formula Groups y3, Y4
- Socially Speaking or Talkabout Intervention Y4-Y6
- Bereavement and parental separation support groups led by mentors
- Pause B and DOTS (Mindfulness sessions) led by Mrs Norfolk
- Lego Therapy groups
- Seedlings Art Therapy 1 afternoon per week (2 children)
- Yoga and Mindfulness for Targeted pupils
- Referrals to Fresh CAMHs, YPAS for counselling
- Education Mental Health Practitioner (EMHP) intervention
- Specialist Play Therapist commissioned.
- Access to CAMHs consultations
- Signposting and parent support from specialist organisations e.g. YPAS, Advanced Solutions,
- Therapeutic Gardening groups led by Mrs Norfolk

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Area of Need	Provision
<p>Sensory and/or physical needs</p> <p>Including Hearing Impairment, Auditory Processing Difficulties</p> <p>Vision Impairment</p> <p>Sensory Processing Difficulties</p> <p>Dyspraxia</p>	<ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets where appropriate • Access to additional specialist support as required e.g. SENISS Sensory Team, Physiotherapists, Springwood Heath outreach • Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, tangle toys, trampette, spinning cone, sensory kit, books and overlays, ear defenders • Time bound, focussed intervention groups e.g. Motor Skills United, Clever Fingers • 1:1 or 1:2 specialist programmes for children with high needs e.g. OT programme written by OT, Sensory Diet

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

See Local Offer Question 8

We have internal processes for monitoring quality of provision and assessment of need. These include data analysis, book scrutiny, regular monitoring cycle, linking with SLT and appropriate TLR post holders, observations of LSA s delivering interventions, classroom observations and interviews with children receiving support.

Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
SEN Support Plans (SSPs)	Pupil, class teacher, Inclusion Manager, parents, SENISS/EP where appropriate	Termly-copies shared at parent's evening for parents to add their views to
1:1 Meeting with Inclusion Manager and/or HLTA	Parents, pupils Staff	Available at termly parent's evenings and at school Open Morning-held via Zoom or phone call this year. Face to face meetings held in summer term.
Wellbeing Ambassadors	Pupil representatives from each class in Y4, Y5, Y6 AHI -Mrs Rogers	Meet every 3 weeks, WBA support children on the yard and help

School council	AH Curriculum-Mr O'Toole	organise events for parents and carers Half Termly
Early Help Assessment Tool(EHAT) meetings and review meetings	Pastoral Team, parent/s, AHI and any internal and external professions involved in supporting the family	An EHAT can be raised at any time with permission from the family/ at request of the family, an EHAT is reviewed approximately every 12 weeks
Education, Health and Care Plan Requests (EHCP)	AHI, class teacher, TA, parents, pupil, representatives from LEA(Angela Conway is our school Education Officer)	A statutory assessment of a child's SEN with a view to an EHCP assessment can be requested by the school in partnership with the parent at any point, if the LEA agree to complete the assessment a meeting is held with the SEN team to review the draft EHCP prior to the final statutory documents being completed
Annual Reviews of EHCP	Child, parents, school, all outside professionals involved in supporting the child	Annually Held in the Autumn term for children in Y6
Assessments by external professionals	AHI, Educational Psychologist, SaLT, SENISS, teacher, Play Therapist, Seedlings Therapist, LSA, parent, child	A referral for assessment and/or consultation from external provision can be raised at any point. Parents are usually invited for feedback sessions and a report is completed and shared with the parent. Selected targets are added to the child's SSP.

Staff development and Qualifications

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

Please see Local Offer question 6

This year, we have put in additional training into phonics, supporting children with reading difficulties and our Inclusion Manager attended the School Improvement SEND briefings in March and November, via Online Platforms. Other training has included:

- Safeguarding training for all staff
- CAMHs training re anxiety/bereavement- Mentors
- Supporting Children with Eating Disorders-Mrs Murphy
- Training for all teaching staff in using PIVATs 5 to track the progress of children working outside of Year Group Expectations
- Personalised training re children with SLCN
- Termly Consortia Meetings
- Lead SENCO Meetings at Hope University
- WellComm EYFS – all EYFS and Y1 staff
- Staff knowledge of Sensory processing difficulties was increased, Mrs Milton attended training sessions with Occupational Therapists

- A variety of staff attended the Educational Psychology Service (EPS) Training-Emotion Based school avoidance, PDA, Cued Spelling and Paired reading

Staff deployment

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

Where necessary, and appropriate, children with High Needs are supported by 1:1 LSAs. This was previously funded by the LA but from April 2017 we have provided the first £6000 and apply for 'top up funding' from the High Needs Panel. Children with a new EHCP are banded with the completion of their plan and an amount of money is allocated. There is no appeal process for school to appeal the Banding or amount of money that is allocated.

In July we had 14 children in receipt of top up funding. 12 of these children have an EHCP.

Each Reception class has a full time TA and every other year group from Y1-Y6 has had the support of 2 LSAs for the morning, directed by the Year Group leader, according to need. In addition, there is a small team of Teaching Assistants who deliver intervention, directed, and monitored by the Inclusion Manager.

The Inclusion Team is managed by the Assistant Head for Inclusion. This comprises of a full time SENCO(Mrs Milton), HLTA and 2.5 Learning Support Assistants (TA3) and the two pastoral support assistants (managed by Mrs Fox, Pastoral Support Leader). This team is non-class based and provides intervention support for children with SEND, EAL and Pupil Premium children, aimed at diminishing the differences in attainment and providing support required to meet individual and group needs, through the Graduated Response.

There are 2 TA 2s shared between the 4 year 1 and Year 2 classes and 1 TA2 shared between each year group from Y3 to Y6. The Year Group leaders will be responsible for managing and directing these TAs according to the needs of the children in their year groups.

Finance

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

Our notional SEN budget was deployed in the following ways

- Inclusion team-1 Assistant Head for Inclusion, 1 SENCO, 1 HLTA, 2.5 Part time TA3s, Pastoral Support team leader, 2 pastoral support LSAs
- 1 (2 part-time staff) clerical assistant for Inclusion
- 11 1:1 LSAs
- 3 part time additional LSA in the afternoons in KS2 delivering SaLT/RWI/small group support
- Commissioned External services-e.g. Private Educational Psychologist, SaLT(2 days per week), Play Therapist ½ day a week
- Additional Teaching resources and specialist equipment
- Training courses

See Local Offer Question 10

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.

This year, we worked with our feeder partners to welcome **9** children and young people with special educational needs or disabilities, and we supported **38 children's** transition to their next phase in education at a variety of High schools. The children were supported by Mrs Fox, KS1 Mrs Keough and KS2 Mrs Callister- HLTA, Mrs Murphy- Pastoral Support Team.

Our approach included:

Additional individual and group transition visits before city-wide transition day

Individual transition books for all appropriate pupils, including children transferring to the junior department

Additional taster afternoons to Calderstones and Archbishop Blanch high schools

Liaised with Calderstones high school to offer places for 18 Year 6 children to attend their summer school programme

Transition meetings were held for all children with EHCPs and their next school, including the pupil, parents, Mrs Rogers and the relevant high school SENCo

See Local Offer Question 9

Complaints

Our complaints procedure:

Initially a parent should speak to the class teacher, then the year group leader, AHT for Inclusion, Head Teacher and if still not satisfied can use the complaints policy which is on the school website.

*This year we have **had 0** complaints that we dealt with following our school policies and procedures.*

Developments in the academic year 2022-23

- Mrs Milton, Mrs Rogers and the EP Delivered training on Quality First support in class
- New full time SENCo put in place from September -Mrs Milton; working towards the National SENCo award with SIL
- PDA training to relevant staff via Educational Psychology service and Creative Education
- WellComm training for all EYFS and Y1 staff led by SaLT assistant.
- Early Identification of Speech, Language and Communication needs (SLCN) - most Reception children were WellComm screened on entry to school and where needed intervention put into place.

- WellComm Data- very positive impact, particularly in EYFS-reduced from 38% to 12% needing intervention moving into Y1.
- We continued to signpost parents/carers to virtual events that help them work in partnership to support their children's needs, e.g., Sleep solutions, Advanced Solutions
- Coffee mornings training for parents led by Inclusion team- focus on areas requested by parents, use of Alder Hey ASD training team 29 parents attended a 2-week afternoon workshop on Supporting Children with Anxiety and Managing Behaviour
- Parents' ASD Coffee morning 24 parents attended and Wellbeing Ambassador coffee morning – 30 parents/carers attended.
- Children on the SEN register were encouraged to apply for and were given positions of responsibility within school, e.g., Reading Ambassador, Wellbeing Ambassador, Eco Warrior.
- Greater focus on identifying girls with ASD at an early stage and listening to and acting upon parents' concerns, particularly where girls may be 'masking' at school, increase of referrals made to the new ASD pathway and more accurate representation of girls.
- Assistant head for Inclusion and SENCo to review all SEND systems and staff roles and responsibilities within the Inclusion team.
- Completed an audit number of children with SEND attending extra- curricular activities and ensure wide range of activities are available and accessible-highly successful development of new crochet club led by Mrs Callister and Miss Daisy
- Greater development of strategies and partnership agency support to children with social, emotional, and mental health needs – this included furthering our working relationship with MHST, through targeted interventions and wider workshops for Y5 Children
- Forest school opportunities were provided for children that may have experienced trauma and or have SEMH difficulties, at Sudley House, using funding granted by LCC

Further development

We regularly evaluate the effectiveness of provision via termly pupil progress meetings, pupil voice, parent meetings, analysis of assessment data and monitoring schedule.

Our strategic plans for developing and enhancing SEND provision in our school include:

- Early Identification of SLCN- **all** Reception children to be WellComm screened on entry to school. WellComm programme to be delivered by a team of staff that have been trained by a SaLT. Children that require intervention to be re-screened every 12 weeks.
- Increase staff capacity within the Inclusion team and increase skills of team members to deliver specialist assessments
- Work with Curriculum teams to ensure every subject is accessible/adapted to children with SEND

- The development and implementation of Forest School delivered by Kate Norfolk, SLT the Pastoral team and parent volunteers.
- Re-start IDL breakfast club 3 x week in Spring term 2024, to support children with Dyslexia.
- Provide workshops for parents on areas of need requested from parent feedback.
- All SLT and Curriculum leaders to work towards achieving the Inclusion Quality Mark accreditation
- Sensory Circuits to be introduced, commission an Occupational Therapist to support effective development in our school environment.
- Wellbeing Ambassadors to run Smile for A While Lunchtime provision with a member of the Inclusion team.

Details of External Partners:

We are part of the South Central Consortium within Liverpool LA. As part of this group, we access additional services. The group also serves as an opportunity to share information with other SENDCos, headteachers and outreach workers.

Relevant school policies underpinning this SEN Information Report include:

List policies that reference SEND (e.g. SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy)

SEND

Behaviour

Equal Opportunities

Marking Policy

Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: November 2023