

West Derby School

SEND Information Report

2023-2024

SENDCO: Mrs Joanne Stephens

SEND Trustee: Mrs K Hodgkiss

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Local Offer Contribution:

<http://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

Our Approach as a School:

West Derby School is an inclusive school where every child is valued and respected. We are committed to the inclusion of all of our SEND students and support them in their learning and in their well-being. We promote high standards of quality first teaching and deliver additional interventions to support the emotional and social development of our students. A person centred and whole school approach is taken to ensure that SEND pupils have high aspirations and the best possible outcomes. Our staff deliver high quality teaching through a differentiated and personalised curriculum to suit the needs of each SEND pupil. This report will demonstrate how our SEND students are supported within the school setting.

The school believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, we also recognise that some members of our school community with SEN or disabilities may have barriers in place to achieve these standards.

We aim to support the behaviour of pupils with SEN by;

- making reasonable adjustments where possible to accommodate their needs;
- co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);
- remitting short planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time; and,
- training our staff to understand that all behaviour is a form of communication and can, at times, be indicative of unmet needs.

The views of our students and young people with SEND are paramount to us. Both pastoral and academic teams implement support to improve the emotional and social development of our SEND students throughout their time at West Derby. All staff follow the school's *Behaviour, Rewards and Sanctions Policy* to prevent bullying.

West Derby School is aware that it may not be the best education setting for some pupils with SEND. In the academic year 2022-2023, we worked with multiple agencies to support the education of our SEND pupils. We supported 6 pupils' learning with a move to an alternative educational provider.

Identification:

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2015).

Through their discussions, observations, assessments and data analysis the SENDCO, subject teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible SEND. When a child is identified as having SEND, they will be placed on the SEND register. Precise identification of gaps in learning and barriers to learning will be identified. The graduated approach of support will be personalised.

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.

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The school's assessment calendar provides a structure for this and each student is regularly formally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, Heads of Departments, Form Tutors, Pupil Progress Leaders and the Inclusion Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. Reasonable adjustments are implemented to meet the needs of each student and appropriate teaching methods are employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately. Pupils who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. The SENDCO will apply accordingly.

Do: West Derby staff strive to provide quality first teaching for all our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners. This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student.

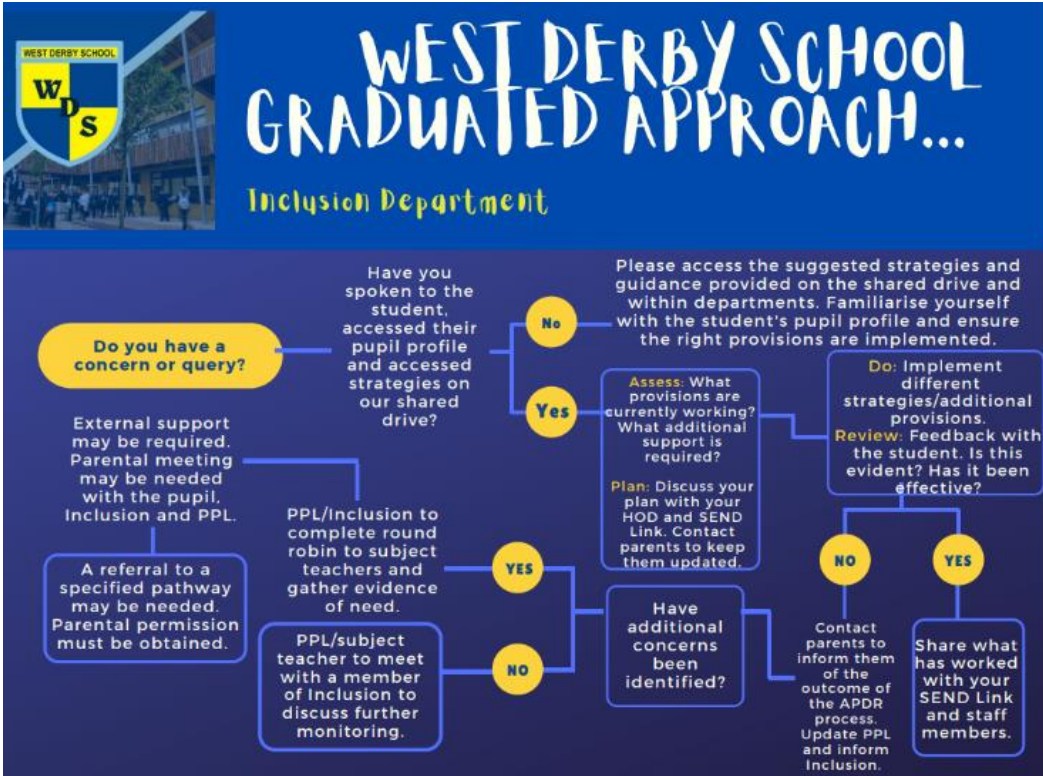
Review: Through the use of the assessment cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the Inclusion team. The Inclusion Manager

and SENDCO are responsible for the co-ordination of SEND provision within the school. It is their responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. The school Inclusion Manager is Miss M Hughes and the school SENDCO is Mrs J Stephens. They can be contacted via the school website or by telephone.

The Inclusion Team at West Derby have created a staff friendly graduated approach- directly influenced by the Assess, Plan, Do, Review (APDR) cycle in Liverpool’s SEND Handbook (2021). West Derby School Graduated Approach considers both the academic and pastoral need(s) of the student(s) and is accessible for members of staff. The Inclusion Team, along with PPLs, implement this approach to ensure the right level of support is provided for the student(s) in the right place, at the right time. Outcomes of the APDR approach will inform the Inclusion Team as to whether any external referrals, i.e SEND pathways, Educational Psychologist intervention etc, are needed.

Looked After Children / Previously Looked After Children

The SENDCO/Designated Teacher for looked after children ensures that relevant provision and support is accessed and maintained where a looked after pupil has SEN. Responding to the needs of children who are looked after is a crucial part of avoiding breakdown in their care placement. Therefore the SENDCO/Designated Teacher, Social Workers, Virtual School and relevant local authority work together to avoid delays in assessing and addressing the needs of children who are looked after. The Designated Teacher/SENDCO ensures that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.



Having consulted with students and their parents, an action plan is put into place and the student's Pupil Profile and/or EHCP Information Sheet is updated.

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

The school provides a Social and Communication Group to help develop confidence in pupils with limitations in these areas. The Achievement Hub helps to foster close friendships with children who struggle in these areas and the resources available encourage interaction. These include Lego and board games. Visual timetables and adherence to direct strategies for the individual child are also used to help support children with needs in these areas.

2. Cognition and Learning

Children will receive small group support for both literacy and numeracy. Reading intervention and literacy booster classes are available as are handwriting cohorts. Learning Support Assistants (LSAs) are also deployed in classrooms and pupils are given access arrangements where necessary.

3. Social, Emotional and Mental Health

The school provides mentoring and, at the highest level, professional counselling support for pupils who require it. The school has a strong pastoral structure that ensures all children are well supported. The school also works closely with Liverpool CAMHS, YPAS and other outside agencies to promote good mental health and emotional well-being in our students.

We provide workshops, led by external partners, for the children on issues such as 'Understanding and Managing ADHD', 'Empowerment' and 'Emotional Wellbeing'.. Staff are also trained on advising students in relation to their social, emotion, mental health. West Derby have worked with the Merseyside Youth Association (MYA) to ensure the 'ROAR' response to mental health is embedded across the school. Parents are invited to attend Inclusion Evenings twice yearly to receive an update on their son's learning journey. This provides parents/carers the opportunity to raise any concerns or queries they may have.

4. Sensory and/or physical needs

The school's Achievement Hub provides a calm base for those with sensory needs. Specific resources are also available for those with sensory needs such as ear defenders and word processors. Please refer also to the Accessibility Plan.

Our SEND registers are updated half termly using class data, reading and spelling ages, lesson observations, book trawls, external intervention, staff voice and student/parent voice to inform any changes.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, regular reviews of pupils' work, data, progress reviews and departmental reviews through the line management structure.

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 the following:

Action/Event	Who's involved	Frequency
Pupil Profile/ EHCP reviews	Pupil	At least once per year.
Parents' Evening	Parents and Pupils	Twice a year.
Educational Psychologist Assessments	Parents and Pupils	When needed.
School Health	Parents and Pupils	When needed
Parental meetings	Parents and Pupils	When required
EHAT meetings	Parent /pupils and outside agencies.	When required.
Pupil surveys	Pupils	Termly each year group.
Inclusion Evenings	Parents and Pupils	Twice a year.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Current expertise within our team:

Name of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
Mrs M Hughes	Inclusion, Pastoral, EHAT, AEP and Transition	NPQML PGCE with QTS BA Hons Degree Masters in Education National SENCo Award
Mrs S Rosenthal	Inclusion, Pastoral and Transition	NPQML PGCE with QTS BA Hons Degree CPT3A Access Course
Mrs J Stephens	Inclusion, Pastoral, Safeguarding, LAC, Mental Health and Transition	PGCE with QTS BA Hons Degree SMHL National SENCo Award
Mrs K. Daley	Humanities/Access Arrangements	BA Hons Degree
Ms L. Swale	Pastoral/Transition	HLTA

At West Derby School we have a large support team of 11 dedicated Learning Support Assistants who all have their different expertise within the Inclusion team. Our team is fully equipped to support all aspects of SEND. The SEND team has participated in training surrounding behaviour, the importance of pastoral care and the significance of teaching and learning. All Learning Support Assistants have also received invigilation training to assist with our GCSE and A Level cohort.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff. This is to ensure that the children achieve the best outcomes whilst allowing them to gain resilience and independence, and to be prepared for adulthood from the earliest possible age.

A team of Learning Support Assistants and Higher Level Teaching Assistants work with SEND students both in-class and are involved with intervention/pastoral programmes.

The Pastoral and Curriculum teams are responsible for monitoring the progress of all students and interventions for students requiring any additional support. The SEND Team works with Pupil Progress Leaders (PPLs) to oversee the implementation of the school's SEND policy, the management of the day to day support, the progress and inclusion of all students with SEND and the identification of students with SEND. The team also liaises with parents, students and external agencies. The team also implement special exam access arrangements for pupils, provide support and training for school staff surrounding SEND needs and liaises with primary schools. The SEND Team is based in the Achievement Hub, which is a multi-functional area in the school where 1:1 and small group learning activities, including mentoring for students, take place.

School External Partnerships and Transition Plans

Transition in 2023 saw pupils engage in the city-wide Transition Day. This gave the school the opportunity to ensure that the support strategies planned during SENDCO/DSL meetings were able to be implemented and trialled before the start of the new academic year.

For students in Key Stage 4, the SENDCO works with our CEIAG Advisor (Careers, Education, Information, Advice and Guidance) to ensure that students have carefully considered their next steps and have at least two applications to post-16 providers. Where appropriate, we also liaise with their next provider to ensure that there is an understanding about the student's needs and support. All students with an Education, Health and Care Plan (EHCP) will have access to our Connexions Advisor from Year 7 onwards.

For students with SEND entering our Sixth Form, their support will be discussed with them and their parents and provision put in place as appropriate.

We organise regular visits for students to colleges and universities. In the Autumn term, we analyse destination data to identify the final destination of our students. In 2023 95% of our SEN Year 11 leavers were in education, employment or training (36 of 38 pupils) In 2023 89% of our SEN Year 13 leavers were in education, employment or training (8 of 9 pupils).

The Inclusion Team works with a number of agencies who support students with SEND and their families. Agencies we work with include Positive Futures (ADHD workshops, life skills sessions and Psyche-mental health intervention), , YPAS, Bereavement Counselling, Educational Psychologist, School Family Support Service, Liverpool CAMHS, Educational Welfare, Connexions, Shaping Futures, Local Authority ASD Team, School Health, Addvanced Solutions Community Network and Social Inclusion.

Useful support services

www.liverpool.gov.uk/schools-and-learning/special-educational-needs

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

Please refer to the school website (section for parents) to find a number of useful support services for children and families:

<http://www.westderbyschool.co.uk/Subjects>

Attainment 2023

KS4 Outcomes – 4+ in English and Maths	
SEND students	32%
Non-SEND	60%
Difference	-28%

Disability and Accessibility

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students. The school's Accessibility Plan outlines how we increase the extent to which pupils with disabilities can access the school building and facilities and participate in the school's curriculum. The Accessibility Plan also details how pupils with disabilities can access the same information as pupils without disabilities.

Please also refer to the school's Public Sector Equality Scheme. Both documents are available on our website.

As an admissions authority we have considered the impact of SEND on our admissions arrangements. Trustees are satisfied that SEND pupils are not disadvantaged by our determined admissions arrangements. We work with Liverpool City Council as the local admissions co-ordinator to ensure reasonable adjustments are made to the application process as and when required on a case by case basis.

Complaints from parents of children with SEND about the provision made at the school

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Trustee.

Managing Parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure
- Meeting with the parents/carers are arranged, perhaps involving a mediator (Information, Advice and Support Service)
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO

- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Any behaviour logs should ensure strategies are included and shared with parents/carers

What has worked well

For our school these have included:

- LSA support in the classroom and the provision of interventions such as one to one reading.
- Small group sizes for literacy and numeracy classes.
- Progress outcomes at GCSE have improved.
- Building strong links with colleges and improving the transition process at post 16 for SEND students going on to college, training or employment.
- Strong pastoral team working and interventions, with support and strategies in liaison with a number of external agencies.

Further development

The key priorities for SEND students are to:

- Improve attendance and bring it in line with 'All' National.
- Improve outcomes and bring them in line with 'All' National.

Relevant school policies underpinning this SEND Information Report include:

- SEND policy
- Public Sector Equality Scheme
- Accessibility Plan
- Marking Policy
- Local Offer: visit - <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

Legislative Acts taken into account when compiling this report include:

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

Acronyms:

- SENDCO: Special Educational Needs Coordinator
- HLTA: Higher Level Teaching Assistant
- LSA: Learning Support Assistant
- YPAS: Young Person's Advisory Service
- CAMHS: Children and Adolescent Mental Health Service (eg Liverpool CAMHS Partnership)
- EHCP: Education Health and Care Plan
- CP: Child Protection

- CIN: Child in Need
- LAC: Looked after child(ren)
- PLAC: Previously looked after child(ren)
- EHAT: Early Help Assessment Tool
- OE: Operation Encompass
- ASD: Autism Spectrum Disorder
- ADHD: Attention Deficit Hyperactivity Disorder
- SEMH: Social, Emotional, and Mental Health

Date presented to/approved by the Trust: 21 December 2023

Updated: November 2023