



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Emmaus SEN and Disabilities Information Report

September 2024

This Report is in the context of Schedule 1 Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010

SENCO: Carol Yates (Temp)

Governor: Paul Doran

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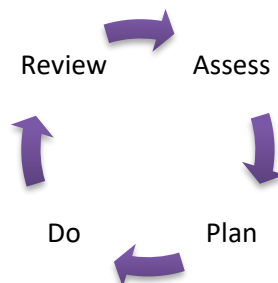
Our Approach as a School:

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 and 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 adaptive and personalised approach to teaching and learning.

At Emmaus, we prioritise the discussion of aspirations with ALL our learners. This is a whole-school approach and this report will promote how we promote this practice across our classrooms, pastoral care and support arrangements.

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



1. The categories of SEND for which provision is made at Emmaus:

Pupils on the SEND register are generally categorised into the following four broad areas of need:

- **Cognition and Learning**
- **Physical and Sensory**
- **Social, Emotional and Mental Health**
- **Communication and Interaction**

At Emmaus, we currently provide support for children within all four areas. Our dedicated staff have gained experience in supporting children with Autism Spectrum Condition (ASC), Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Hearing and Visual Impairments; Specific Learning Difficulties such as dyslexia, sensory, physical and medical difficulties and various social, emotional and mental health needs. In addition to our staff support, we also work closely with a range of outside agencies from education, health and social services to support the wide range of special educational needs and disabilities.

A variety of evidence-based interventions are currently used to support pupils such as Welcomm, Chatterbugs, Precision teaching, ELS, Time to Talk, Nursery Narrative, Socially Speaking, Play therapy, ACES, REACT, ROCKET, Counselling and Sensory Intervention etc.

At Emmaus Primary School, we create and support appropriate provision for a range of special educational needs and disabilities. These needs are met at a school level (SEN Support) or through an Education Health and Care Plan as appropriate.

2. Information about policies for identification and assessment of pupils with SEN:

The SENDCO, Carol Yates, is also a member of the SLT and uses available data including online data, internal tracking and results of standardised NFER tests from Reception Entry Assessments to Y6 SATS to analyse and plan provision, intervention and support for SEND pupils.

Daily informal teacher assessments of learning inform lesson planning and feed into formal termly assessments and pupil progress meetings. Here, members of the Leadership Team along with the class teacher identify pupils who are making less than expected progress. The first response to this concern is to provide high quality precision teaching by the class teacher; where progress continues to be a concern the class teacher will highlight any concerns with the SENDCO. School based learning interventions are then delivered and progress reviewed weekly.

When a pupil is consistently and significantly struggling to meet age related expectations consideration will be given to the pupils' own individual needs and possible referrals to outside agencies will be discussed with parents/ carers and, if appropriate, with the child before being made.

Parents may also raise their own concerns about their child. This usually begins with an initial conversation with the class teacher and a follow-up meeting with the SENDCO to discuss their concerns.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans including:

a) How the school evaluates the effectiveness of its provision for such pupils;

Provision and interventions are reviewed rigorously within school to ensure their effectiveness and measure their impact. Interventions that are not found to have an impact are discontinued.

Learning walks inform the SENDCO and Leadership Team of the quality of provision on a day-to-day basis. Several times a year, books are scrutinised by the SLT, governing body and specialist external consultants to moderate the impact of interventions and planned learning tasks upon the progress children, including those with SEND, make.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Underpinning ALL our provision in school is the graduated approach cycle of Assess, Plan, Do, Review. Pupil Progress meetings provide regular opportunities for the class teachers, teaching assistants and members of the Senior Leadership Team including the SENDCO to review progress. Learning Walks and Classroom observations also provide opportunities for further evaluation and guidance. Individual Pupil Profiles/SEND Support Plans are reviewed with parents/carers, staff and pupils and any necessary adjustments are planned and implemented.

(c) The school's approach to teaching pupils with special educational needs;

We are an inclusive school and strive to ensure that children with SEND are able to engage in all activities that are available to all pupils by making reasonable adjustments to the curriculum and the school environment.

All pupils with SEND are taught the full range of subjects. All staff receive ongoing training and continued professional development. Teachers have experience of adapting lessons to make them accessible, yet appropriately challenging for all pupils. Pupils have access to the entire curriculum unless otherwise stated in an Education Health and Care Plan. Additional support in the form of a Teaching Assistant in all classrooms enables access and further engagement in lessons. Priority is given to enabling pupil independence through differentiation and personalised approaches to teaching and learning as appropriate. The quality of every teacher's provision for pupils with SEND is assured through observation, learning walks, robust monitoring, review, and ensuring 'quality first teaching' as a minimum.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

All class teachers evaluate their own teaching and make changes and adapt planning wherever they feel it is necessary, this may include implementing a personalised, differentiated curriculum for individuals in their class. The school makes all possible efforts to make reasonable adjustments to the school environment to meet the needs of pupils with additional needs. We make arrangements for children with SEND to take part in school trips, including the residential visits in KS2. Parents are consulted to ensure that all of the child's needs are provided for. Children with SEND take part in any of the extra-curricular activities available in the school. (COVID guidelines prevent residential trips from taking place this year).

Extra resources and/or staffing are deployed to support participation if necessary.

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

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy. Top Up Funding (High Needs Funding) is available on application from the Local Authority. High Needs Funding is requested for pupils who have the most significant needs and require support to enable them to access mainstream provision successfully.

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

At Emmaus, we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion, which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.

(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs;

We recognise that many children may have emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and struggling to communicate effectively. In order to support ongoing SEMH needs the school has adopted the ROAR materials to support all pupils in identifying and promoting positive mental health and well-being. As a Trailblazer school, we have access to a MHST who is able to support those young people who require additional support in developing a positive self-image and promoting confidence and self-esteem. The SENDCO has purchased resources to support the emotional, social and mental health of pupils. These resources are used in our 'Green Room' nurture space where the SEND HLTA works with identified children to develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict, managing worries and anger and developing confidence, self-esteem and self-belief. Mrs McGivern and Miss Kelly provide 1:1 and small group support for individual pupils who may have particular needs. Outreach services such as Relax Kids, Bully Busters, CAMHS, ROCKET resilience, REACT, ADHD Foundation, OSSME, and YPAS Seedlings. MHST and Therapeutic counsellors are involved when required and the SENDCO will apply for top up funding to support this. In addition, Mindfulness training has taken place across KS2. Physical Activity sessions and relaxation sessions such as meditation and mindfulness have been introduced to quality first daily practice to ensure that all pupils, including those with SEND are supported as fully as possible to overcome any barriers to their learning that their Social, Emotional and Mental Health may cause. Some children require 1:1 or small group support during playtime and lunchtimes to develop skills in play and social interaction, and to support their personal safety. The SENDCO designates key staff to work with the children to ensure their safety and enjoyment.

4. The name and contact details of the SENCO:

SENDCO: **Carol Yates (Temp)**

Contact: **0151 233 1414**

c.yates@emmaus.liverpool.sch.uk

SEND Governor: **Paul Doran** may be contacted through the school office.

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

- We are committed to developing the ongoing expertise of our staff. This year, we have continued to provide an extensive CPD training programme for leaders, teachers and Teaching Assistants.
- The SENDCO attends the Local Authority consortia network and SEND Briefings throughout the year. Meetings provide an opportunity for groups of SENDCOs to meet together with other professionals from outreach services to discuss particular cases, to share practice, experience and obtain advice.
- Training relating to ADHD, ASD, mental health, Attachment Disorder, Dyslexia has been accessed by all staff (teachers, teaching assistants, governors, lunchtime supervisors, parents, and administration staff).
- Mindfulness training continues to be delivered in KS2 which proves relevant to staff and pupils.
- All members of staff who support children with speech, physical, sensory difficulties have attended a number of training sessions provided by Children's Speech and Language Therapy Service, Chatterbugs and Physiotherapy/Occupational Therapy.
- The School has achieved the Inclusion Quality Mark and was accredited with the gold standard in Spring 19.
- Any additional specialist expertise may be accessed, if necessary, either through the local consortia, via School Improvement Liverpool or through independent providers.

6. Arrangements for consulting and involving parents/carers of children with special educational needs and involving them in their child's education.

Parents/carers of pupils with SEND are consulted through:

- SEND Parent review days/evenings
- Parent pupil and teacher Termly EHAT/TAF reviews
- Educational Psychology Reviews
- Behaviour therapy reviews
- Informal meetings with the SENDCO
- Health Care Plan reviews
- School Nurse Drop-ins
- Attendance reviews
- Education and Health Care Plan reviews
- Regular ongoing meetings throughout the year
- Daily telephone calls and emails to SENDCO – actioned immediately by SENDCO

All parents/carers are invited to discuss the progress of their children three times a year and receive a written report once per year.

Class teachers are regularly available to discuss children's progress or any concerns and share information about what is working well at home and school so similar strategies can be used.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

As part of our everyday teaching arrangements, all pupils will access some additional teaching/support to help them catch-up if the progress monitoring indicates that this is necessary. This does not indicate that the pupil has a special educational need.

Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The SENDCO will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs.

7. Arrangements for consulting with our young people with SEND.

When a pupil has been identified to have special educational needs they will be consulted about and involved in the arrangements made for them as part of person-centred planning. We value the opinions of our young people and consistently seek their views relating to their own learning and emotional needs. Suggestions for improvements and adaptations are regularly sought and the information is used to best support their progress and attainment in the future.

Children are involved in setting targets and outcomes for individualised pupil profiles, EHCP reviews, EHAT/TAF reviews, health care plan reviews. Pupil voice is an essential element of all our review processes.

Pupils are consulted at every level and are very much involved in planning provision and resources to suit their needs.

8. Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning provision made at the school.

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Emmaus Primary School, please speak to the SENDCO as soon as possible.

If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If concerns are still unresolved parents/carers may wish to engage with the school's complaints procedure, which can be found on the school website.

We encourage parents to discuss their concerns with the class teacher, SENDCO and Head teacher in order to resolve the issue before making a formal complaint.

9. 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 special educational needs and in supporting the families of such pupils.

The SENDCO attends Consortia meetings throughout the year as well as SEND briefings with the Local Authority. These are multi-professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist

support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases, parents will be consulted and their consent sought.

We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, therapeutic counsellors, YPAS, CAMHS, social workers, behaviour support services, family support workers, speech and language therapists and occupational therapists.

When multi-agencies are involved with a family, we offer the Early Help model or EHAT in order to co-ordinate support for that children and their family.

We have a particular duty in ensuring that Children who are Looked After are given the appropriate support and care to help support their progress and engagement with learning. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

10. 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.

For general support and advice parents/carers may contact Special Educational Needs & Disability Information Advice and Support Service (SENDIASS) formerly Parent Partnership. <http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=mj3W9YG68yM&familychannel=0>

Liverpool's Local Offer provides a great deal of information about available support for families including those with SEND at <http://liverpool.gov.uk/localoffer>

Parents are often signposted to the support offered by a variety of agencies including:

- Advanced Solutions and the Isabella Trust for advice if they are experiencing difficulties with Sensory

Processing Difficulties (SPD) <http://www.advancedsolutions.co.uk/>

<http://www.theisabellatrust.org/autistic-spectrum-disorder-asd/>

- Advanced Solutions and ADHD Foundation for ADHD support

<http://www.adhdfoundation.org.uk/>

- Advanced Solutions and National Autistic Society for Autistic Spectrum Disorders

<http://www.autism.org.uk/>

- Scope for families of children with physical or learning disabilities

<https://www.scope.org.uk/support/families/primary>

(See School website for further resources and information: SEND Section)

11. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education

Emmaus Primary School recognises that 'moving on' can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible.

- **If a child is moving to another school, relevant staff:**

- will contact the new school's SENDCO to ensure a comprehensive hand over.
- will ensure all records are passed on as soon as possible, often in person.
- will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHC Plan

- **When moving classes in school:**

- Information, including Individual Pupil Profiles, will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place.
- Visits to the new classroom and facilities will be made
- If beneficial, a social storybook or photo album and transition plan will be created.

- **In transferring from Year 6 to Y7**

- The SENDCO will meet with the Y7 Inclusion Officer and relevant staff from the secondary schools to plan individual enhanced transition for pupils with specific needs and ensure that appropriate information is transferred to the new school.

- Additional, personalised support for individual SEND pupils may include extra visits to their new school and in some cases, staff from the new school will visit Emmaus.

In addition, for children in Year 6 with an EHC plan we will:

- Arrange an Annual Review in Year 6 at the beginning of the Autumn Term and invite a representative from the chosen secondary school where possible.
- Y6 pupils are also able to engage in bus travel training, whereby members of Emmaus staff ensure that our young people are adequately prepared to use a bus.

12. Information on where the local authority's local offer is published.

Liverpool LA local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.

On the local offer website, you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows. Visit their website at

<http://liverpool.gov.uk/localoffer>

13. Legislative Acts considered when compiling this report include:

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