



EVERTON
FREE SCHOOL &
Football College

SEN Information Report

Approved by:	Full Governing Board	Date: 28 th November 2019
Last reviewed on:	October 2019	
Next review due by:	October 2020	



SEN Governor: Professor Charles Mills

SENCO: Andrew Poole

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Local Offer Contribution: www.fsd.liverpool.gov.uk

Our Approach at Everton Free School & Football College:

Our approach as a school is to meet the needs of students as set out in our School’s SEND Policy, which is available by contacting the School.

We recognise the definition of SEND as stated in the Code of Practice 2014:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or;

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post1-16 institution”. (p.15/16)

We promote a **person centred, graduated approach** whilst promoting **Quality First Teaching** and additional interventions.

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

Assess:





- Through high quality first teaching all teachers are responsible for every student in their care, including those with special educational needs.
- Student's progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis.
- This informs a differentiated approach to teaching and learning. If there are concerns parents and carers will be informed.

Plan:

- Planning is based on prior attainment and according to individual need.
- Teachers plan their differentiated lessons and tailor specific provision to students whose needs were identified at the Assess stage.
- Students with SEN have personalised planning.
- If a student with SEN needs support the parents or carers **must** be formally notified.
- The teacher and the SENCO should agree in consultation with the parent/carer and the student the planned support and the expected impact on progress, development or behaviour.
- In addition, there is a clear date for reviews for students with Educational & Health Care plans.

Do:

- The class teacher should remain responsible for working with the student on a daily basis even when the interventions involve group or one-to-one teaching for example with a teaching assistant.
- Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The SENCO supports the class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

- The school's SENCO will liaise with all subject teachers, teaching assistants and curriculum leaders to discuss progress towards outcomes and review when required.
- If more specialist support is necessary, the SENCO will meet with parents/carers and student to discuss referral to external agencies.
- Having consulted with the student, and their parents/carers, 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 the student.
- We hold both our internal/external providers and ourselves to account.



SEN Needs:

Children's Special Educational Needs and Disabilities (SEND) are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- The support at school for those with a speech, language and communication difficulty is identified early.
- Help is provided by external agencies such as the Speech and Language Support Service.
- Students with language difficulties receive additional support from our teaching assistants / EAL advisory service.

2. Cognition and learning

- This area is catered for using a wide range of intervention programmes, depending on the individual's need.
- There are qualified teachers and support staff involved in delivering interventions.
- These intervention programmes are tailored to individual needs which are determined using the **Assess, Plan, Do, Review** approach.

3. Social, emotional and mental health

- The learning intervention team based at school is trained and experienced in supporting children with social, emotional and mental health difficulties.
- They support students both in group situations and on a one to one basis.
- There are staff trained in bereavement support.
- We have external support from Cathy Atkinson, Educational Psychologist.

4. Sensory and/or physical needs

- Provision would be made for students with sensory or physical needs to take part in all areas of the curriculum.
- This would include educational trips, residential trips and extra curriculum activities.
- Parents would be contacted before a planned activity if we think a student would need additional support to meet the required health and safety standards.
- The school is fully wheelchair accessible with a lift from the ground to the first floor if required.
- There are also disabled changing facilities, toilets and showers.

Contact details are available at the school office for those parents who do not have English as a first language and teaching staff give verbal information to parents who have literacy difficulties. We also access EAL support for students from Liverpool Local Authority.



The school’s Accessibility Plan details our physical provision (see Accessibility Plan). This provision includes:

- Ramps to all entrances and exits.
- Two disabled toilets.
- A lift.
- Disabled parking bays.
- Fostering positive relationships and promoting equality of opportunity so barriers to learning are removed.
- Ensuring written information is on dyslexia friendly paper, on the school website, in newsletters and translated if required.

As of October 2019, we have 30 students receiving some form of SEN Support. The SEND register is made up of the following groups:

3 students of those listed on the register are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

4 students of those listed on the register are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.).

21 students of those listed on the register are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD (**12**), ASD (**8**), ODD (**1**)).

2 students of those listed on the register are identified as having SEN linked to Sensory and Physical Needs (including disabilities such as those affecting sight and mobility).

We have internal processes for monitoring quality of provision and assessment of need. These include for example learning walks, data analysis, book scrutinies, governor glance visits and regular drop-ins.

Co-producing with students and their parents/carers

We encourage parents/carers and students to make an active contribution through our open-door policy.

Action/Event	Who’s involved	Frequency
Parent/Carer review days	Subject teachers, Parents/Carers, SENCO, TA’s and Commissioners	3 times per year
Personal Student Profiles	Subject teacher and Parent/Carer/Commissioners	Three times per year and upon request
Annual reviews	Parents/Carers, student, SENCO and Commissioner	Dependent on student’s needs or necessary reviews
Parental questionnaires/surveys	All parents/Carers and commissioners.	3 times per year



Staff development and Qualifications (including training for 2018-19)

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Name of person	Area of expertise (link to any recent training)	Level of Qualification (<i>i.e.</i> Masters, NVQ, Degree, HLTA)
Andrew Poole	SENCO attends SENCO briefings, SEND conference.	Bachelor of Science with Honours PGCE National Award for SEN (PG cert SENCO) LJMU
Anna Wilcox	Deputy DSL Looked after Children Co-ordinator MARF training (2017) Preventing harm training (2017)	BA Honours in English Studies GTP in Drama.
Cathy Atkinson	Educational Psychologist	DEdPsy, Msc, PGCE, BSc, CPsy, AFBPS with additional therapeutic qualifications in motivational interviewing and human givens therapy.

Whole staff Safeguarding training in September provided by Claire Lamontagne (Deputy Principal and Designated Safeguarding Lead) and Anna Wilcox (Deputy Safeguarding Lead) focused specifically on safeguarding including children with SEND and vulnerable children. Staff awareness was raised and specific documents pertaining to this were included in the training and distributed.

Staff deployment and involvement of the governing body

- Considerable thought, planning and preparation goes into utilising teaching and support staff at Everton Free School.
- Our aim is to ensure students achieve the best outcomes and gain independence from the earliest possible age.
- We value and actively seek the support and challenge provided by the governing body as stakeholders at Everton Free School.
- The SEN Information report is shared with the SEND governors prior to being published.
- It is a statutory duty that our SEN Information report is published on our website and updated annually.
- We promote the 3 'R's', Respect, Responsibility and Resilience as part of our mission statement.



Finance

Our SEN Budget this year was spent in the following ways:

- Teaching assistants
- Commissioned external services, Educational Psychology Services
- Additional teaching resources purchased on a needs-led basis
- Staff Training from external providers
- One to one support provided for students with EHC plans
- Additional Learning intervention manager
- Literacy resources and training e.g. That Reading Thing, Reading Plus

A full list of our external partners who we work with can be found in our contribution to the Local Offer. We seek the support the students need using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School External Partnerships and Transition Plans

- Commissioning panel with parent/carer/commissioner & Deputy Principal
- Our academic assessment for students with special educational needs is moderated through our internal/external assessments/checkpoints (x6)
- The SENCO headlines vulnerabilities with secondary colleagues and records are available
- A SEN register is kept up to date and shared periodically with staff with updated information
- Student needs meetings half termly are part of our students led focus

Complaints Procedure relating to SEND

Any complaints should first be raised with the SENCO, then if necessary, with the Principal and finally, if unresolved with the SEN Governor.

- All SEN complaints must follow the school's formal complaints procedure
- The SEN Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator
- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO involved
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the student has made
- PSP's are reviewed examining what progress the student has made
- Any behaviour logs, including strategies, are shared with parents/carers



What has worked this year

- Progress of students in maths and English target groups has been very positive
- Induction has worked very well / 6 weeks
- Staff training and CPD has been very successful in meeting the needs which the school has identified. This has enhanced staff CPD but more importantly has meant students' needs are effectively met
- Pastoral support has been very effective this year
- Safeguarding training provided has raised awareness of vulnerabilities of children with SEND (including PREVENT training)
- Students with SEND have been included in the literacy reading project and this has improved their confidence and enjoyment of reading as well as their ability
- Staff have become more data aware and driven
- Staff have received training on differentiation

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Continuing to capture student voice through student questionnaires to demonstrate that students feel supported and happy in their setting and are making progress
- Further engagement of parents and carers by providing coffee mornings/afternoon tea
- Strategic review and audit of interventions and review of provision mapping throughout the school to ensure commitment and consistency
- Further work on clear 'entry and exit' data for students on interventions
- Strategic overview of the effectiveness of provision in narrowing the gaps
- Develop relationships with parents and carers of students with SEND to aid early intervention and good communication
- Relentless focus on literacy and numeracy driven by our co-ordinators

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Local Offer
- Accessibility Plan
- Equal Opportunities 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:

28th November 2019