

# SEN Information Report

Everton Free School and Football College

<b>Last reviewed on:</b>	August 2021
--------------------------	-------------

<b>Next review due by:</b>	August 2022
----------------------------	-------------

## The SENCO

The SENCO is **Andrew Poole** – [Andrew.Poole@evertonfreeschool.com](mailto:Andrew.Poole@evertonfreeschool.com)

The assistant SENCO is **Catherine Wills**- [Catherine.Wills@evertonfreeschool.com](mailto:Catherine.Wills@evertonfreeschool.com)

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

## **The kinds of SEN that are provided for**

Everton Free School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties.

## **Identifying pupils with SEN and assessing their needs**

Everton Free School will assess each pupil's current skills and levels of attainment on entry via a baseline assessment, which will give an indication of where the pupil is currently sitting academically. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

As of July 2021, we have 38 students receiving some form of SEN Support with 21 having an EHCP. The SEND register is made up of the following groups with some students having co-morbidities:

- 18 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).
- 6 students of those listed on the register are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.).
- 28 students of those listed on the register are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD (21), ASD (10), 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).

## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This discussion happens during the commissioning process at school. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We consider the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

## Assessing and reviewing pupils' progress towards outcomes

Everton Free School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.



All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. As a school we have an open-door policy as well as a schedule of reviews that they can attend listed below in the table.

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

### Supporting pupils moving between phases and preparing for adulthood

To support students moving between phases and preparing for adulthood; we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this. All students will receive guidance from careers advisers during year 11 and students will be supported in applying for further education/ college placements/ apprenticeships.

### Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy Interventions
- Reading Interventions using Lexonic Leap
- Social Skills Interventions

### Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Expertise and training of staff

<u>Name of Person</u>	<u>Area of expertise (Link to any recent training)</u>	<u>Level of Qualification</u>
Andrew Poole	SENCO attends SENCO briefings, SEND conference	Batchelor of Science with honours PGCE National award for SEN Coordination- LJMU
Catherine Wills	Assistant SENCO, attends SENCO briefings, SEND conference.	BA Honours in Sports Development with Inclusion EYTS National award for SEN Coordination- Edge Hill University
Anna Wilcox	Deputy DSL Looked after children co-coordinator MARF training (2017) Preventing harm training (2017)	BA Honours in English Studies GTP in Drama.
Cathy Atkinson	Educational Phycologist	DEdPsy, Msc, PGCE, BSc, CPsy, AfBPS with additional therapeutic qualifications in motivational interviewing and human givens therapy. Curriculum Director of the Doctorate in Educational and Child Psychology Programme at Manchester University.

### Whole staff Safeguarding training

Annually 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.

### Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each checkpoint. We have four checkpoints each year.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Using pupil questionnaires

### Working with other agencies

As a school we work with the following agencies to provide support for pupils with SEN and those also without SEN:

- Education Psychologist
- Clinical Psychologist
- School nurse
- Speech & Language Service
- Outreach support service
- Child and Adolescent Mental Health Service – (CAMHS)
- YPAS
- Referring Agency
- Liverpool City Council (SEN dept.)
- Local Authority social services
- Targeted services

### Complaints about SEN provision

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
- PSPs are reviewed examining what progress the student has made
- Any behaviour logs, including strategies, are shared with parents/carers

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### Contact details of support services for parents of pupils with SEN

The local offer for support services in Liverpool can be found at:

<https://liverpool.gov.uk/children-and-families/special-educational-needs/send-local-offer/>

Information can also be requested from the SENCO, Andrew Poole at school.

### Monitoring arrangements

This policy and information report will be reviewed by Andrew Poole **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Principal.

### Links with other policies and documents

The policies and documents listed below can be found on the Everton Free School Website [www.evertonfreeschool.com](http://www.evertonfreeschool.com)

- Accessibility plan
- SEN Policy