

SEND Information Report

2022 /2023

Updated Autumn 2022



At Oxton St Saviour's CE Primary School we aim:

- To create an environment that meets the special educational needs of each and every child
- To ensure that the special educational needs of each child are identified, assessed and provided for
- To enable all children to have full access to all elements of the school curriculum
- To make clear the expectations of all partners in this process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice

Glossary of Terms

These are terms that are used in this report and they are defined here so parents can have a clear understanding of their meanings.

- The **SENDCo** is the special educational needs co-ordinator in the school.
- The **SEND Register** is simply a list of the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans or EHCPs** (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHC assessment that may include getting assessment reports from school,

parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.

- **Individual Pupil Funding Agreements (IPFA)** are arrangements the local authority has with the school to provide extra resources for a particular child. They are sometimes known as Top-up Funding. These are not the same as an EHCP and a child with an Individual Pupil Funding Agreement wouldn't have an EHCP. They are reviewed annually.
- **Quality First Teaching** identifies that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Differentiation or task adjustment** is part of quality first teaching and means that pupils may be given different tasks or goals different to others, have them presented in different ways or have more adult support in the lesson.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often involve enhancing literacy and numeracy skills.

What kinds of special educational needs do we provide for in Oxton St Saviour's CE Primary school?

The staff at Oxton St Saviour's Primary School provide support for children across the four areas of need as specified in the SEND Code of Practice 2015:

- **Communication and interaction**
Children may have social and communication differences, Autism or speech and language needs.
- **Cognition and learning**
Children may have a Specific Learning Difficulty (SpLD) such as Dyslexia or Dyspraxia, or they may have Moderate Learning Difficulties (MLD).
- **Social, emotional and mental health difficulties**
Children may struggle with mental health difficulties, or display traits of ADHD.
- **Sensory and/or physical needs**
Children may have visual or hearing impediments, sensory processing difficulties or physical disabilities.

The SENDCo and SEND Governor

SENDCo: Jane Rodgers

Contact details:

sendco@oxtonstsaviours.wirral.sch.uk

or

schooloffice@oxtonstsaviours.wirral.sch.uk

0151 652 4909

Mrs Rodgers is non-teaching after 11am on Mondays, Tuesdays, Thursdays and Fridays.

SEND Governor: Judith Parry

Contact details:

schooloffice@oxtonstsaviours.wirral.sch.uk

0151 652 4909

Key staff and expertise

- All staff have read chapter six (school section) of the SEND code of practice (2014) so are aware of the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs. Early years staff have also read chapter five.
- All teachers are given information about children in their class who have special educational needs and the SENDCo (Mrs Rodgers) continually supports staff with information and guidance.
- Mrs Rodgers is an experienced, qualified teacher who has completed the National Award for SEND Coordination with merit – this is a post graduate qualification.
- We have an ELSA (Emotional Literacy Support Assistant) in school who works closely with the SENDCo. The Educational Psychology team meet termly with ELSAs to offer support and guidance.
- The SENDCo attends 'drop in' meetings with the Educational Psychology Team to access expert support and advice regarding provision for all children with SEND.
- Recommendations to support children with Social Communication differences and Autism are obtained from our Speech and Language Therapist Jessica Moscript and the Hayfield Outreach Team.
- Recommendations to support children with Specific Learning Difficulties (SpLDs) are sought from specialist teachers from the Orrets Meadow Outreach Team and SENAAT (Special Educational Needs Assessment and Advisory Service).
- Recommendations to support children with Social, Emotional and Mental Health difficulties are secured from the ADHD Foundation, Jimmy Cross from JC Wellbeing and the Mental Health Support Team.
- Recommendations to support children with Physical and/or Sensory difficulties are secured from the 0-19 Nursing Team, Community Paediatrics, the Occupational Therapy Team, the Auditory and Vision Support teams and the Physiotherapy Team.
- Teaching staff receive regular training recently including 'Precision Teaching', 'Supporting Social and Communication Needs in the Classroom', 'Supporting Literacy Difficulties in the Classroom' and 'Team Teach' techniques.

How do we know if your child needs extra help?

We assess each child's current academic abilities when they come to the school. We call this a baseline.

We know from national assessment data the rates of progress that children should make from their starting points and this helps us set targets for our children and measure their progress.

Class teachers assess children's progress every half term.

Class teachers and members of the Senior Leadership Team also hold half-termly progress meetings to check how well children are progressing and to quickly spot any underachievement. Children's targets are discussed in these meetings.

We check if children's progress:

- Is not on track to reach their targets.
- Is significantly slower than that of their peers.
- Is slower than their own progress previously.

It is important to remember that slow progress might not mean a child has special educational needs. There might be other reasons for this and it may be temporary.

We keep a watchful eye on how well pupils are learning personal and social skills. Behavioural or social communication needs may prevent a child from accessing the curriculum.

We are also alerted about a child's special educational needs from their parents or from class teachers who might have a concern or even from other professionals who have been working with a child. The SENDCo always responds when she receives this information and considers the child's needs further.

When a child transitions from another school, special educational needs may have already been identified.

We will always discuss a child's needs with parents – you know your children best!
We also talk to the child about his or her views.

How do we consult with parents of children with SEND and involve them in the education of their child?

Parents are consulted as soon as concerns are raised about a child in Oxton St Saviour's school.

Support available to parents includes:

- Termly meetings with the class teacher to review their child's progress.
- Signposting to a range of support agencies.
- Reports from outside agencies are shared with parents and may contain suggestions of programmes that can be used at home.
- Meetings with the SENDCO when appropriate.

Who do you speak to in school if you feel your child may have special educational needs (SEND)?

If you have any concerns and may think your child has special educational needs please speak to your child's class teacher in the first instance. He or she will liaise with the SENDCo.

You are also most welcome to contact Mrs Rodgers directly via email at sendco@oxtonstsaviours.wirral.sch.uk

How do we consult young people with SEND to involve them in their education?

Teachers check all children's understanding of their learning throughout the school day.

When possible, children at Oxtou St Saviour's Primary School are consulted when One Page Profiles and / or School Support Plans are written.

The views of children who have EHCPs and PFAs are sought before their annual reviews and their views are well-considered at the review.

Who do we consult when we need expert advice?

When necessary, the following outside agencies are consulted for specialised expertise:

- Child protection advisors
- Educational Psychology Team
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Care
- SALT (Speech & Language Therapy) Team
- OT (Occupational Therapy)
- 0 -19 Nursing Team
- Community Paediatrics
- ASC (Autism Social Communication) Team
- Hearing/Vision Support (Wirral Sensory Service)
- Family Support Workers
- SENAAT (Special Educational Needs Assessment Advice Team)
- Gilbrook Outreach Team
- Orrets Meadow Outreach
- ADHD Foundation
- Hayfield Outreach Team
- Wirral LA Inclusion managers
- Wirral Specialist Support Team for children with medical and/or physical needs

How do we adapt the curriculum and learning environment for children with SEND?

Staff ensure that:

- We teach a broad and balanced curriculum with flexibility to meet every child's needs.
- No child is excluded from a learning activity due to a learning difficulty or impairment.
- We differentiate and adjust tasks effectively
- Peer tutoring and collaborative learning are used effectively and sensitively
- Alternative methods of responding or recording work are available when appropriate
- Specialist resources for those children with sensory or mobility impairments are available where appropriate
- Specialist equipment such as writing slopes, posture cushions, pencil grips, specialist seating etc. are available
- Extra-curricular activities are barrier free and do not exclude any pupils
- Lesson resources are available in formats other than printed text when appropriate
- Adapted printed materials for children with Literacy learning difficulties and / or sight impairments are available when appropriate
- Adapted access arrangements for assessments and standardised testing such as additional time, a quiet room, rest breaks, etc. are available.

- Additional adult support in classrooms is deployed effectively according to recent research

What additional support for learning is available for children with SEND?

The following additional support is available:

- Additional adult support within the classroom
- Small group intervention
- One to one Precision Teaching
- One to one individual support when appropriate
- Specialist resources such as ICT where appropriate for sensory difficulties
- Small group teaching when appropriate
- Hearing/ Vision support
- Speech and Language Therapy and Socially Speaking group support
- Environmental adjustments and specialist equipment
- SEMH and ELSA interventions and therapies and Pastoral Team school support including 'meet and greet' and early start times
- 'Socially Speaking' support groups (under the guidance of our Speech and Language therapist.
- Support from JC Wellbeing
- Hayfield Outreach support
- Orrets Meadow Outreach interventions – one to one, paired and group sessions
- One to one ADHD Foundation CBT therapy sessions (sometimes with Cooper the Therapy dog!)

How do we enable children with SEND to engage in all school activities along with children who do not have SEND?

Children with SEND are included and engaged through:

- Pre tutoring
- Sensitive partnership with peers
- Collaborative learning
- Adapted activities where appropriate
- Alternative methods of recording where appropriate
- Specialist resources such as ICT where appropriate for sensory difficulties
- Extra-curricular activities available to all children with subject specific adult leaders
- Adapted printed materials
- School trips are available to all, including residential trips
- One to one support arranged if necessary for an out of school visit or after school activity
- Ensuring that disabled toilet facilities are available.

What support is available for improving the social, emotional and mental health of children with SEND?

The social, emotional and mental health of our children at Oxton St Saviour's Primary school are well supported by:

- An anti-bullying policy that is supported by all staff

- School council participation
- Circle times
- Play leaders supporting lunch time
- Support from JC Wellbeing
- Sensory Room access
- SENDCo support
- Pastoral Team Support
- ELSA Therapies and Support
- 'My Happy Mind' whole school programme
- One to one, small group therapy and whole class workshops by the Mental Health Support Team (MHST)

How do we support children with SEND as they transition to their next phase of education?

Children with SEND are supported as they transition to the next phase of their education through:

- Foundation Stage staff visits to private nursery settings to gather all relevant information. Private nursery staff are also invited to school to support pupils during transition.
- Foundation Stage teacher and SENDCo visits to the settings of any children starting at Oxtou St Saviour's Primary School with additional needs to ensure that the appropriate provision is in place.
- Discussions between previous or receiving schools and settings prior to the pupil joining or leaving.
- Transition days spent with their new class teacher.
- Additional visits arranged for pupils who need extra time in their new school or new year group which is in a different part of the school.
- The availability of the SENDCo to meet with parents of children joining the school.
- The SENDCO liaising with other SEND staff from secondary schools to pass on information regarding SEND pupils.
- Secondary staff visits to school to meet the children and speak to class teachers.
- Separate meetings arranged for the SENDCo to meet with the secondary SEND staff, parents and child to discuss specialised needs.

How is provision to support children with SEND secured?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on the individual's needs.

Resources may include deployment of staff or equipment in response to pupils specific needs.

A child who has been awarded a Pupil Funding Agreement or an Education and Health Care Plan has their allocated money spent to meet their specific and individual outcomes.

How do we evaluate the effectiveness of our provision for children with SEND?

Regular and rigorous assessment is used to closely monitor the progress of children receiving intervention support each term. Staff complete Intervention Trackers and these are monitored by the SENDCo.

Children with social, emotional needs are monitored using termly Boxhall Profiling to measure the impact of ELSA intervention and therapies.

For children with significant barriers to their learning, class teachers write personalised One Page Profiles (OPP) and individual School Support Plans (SSP).

Specialist advice from outside agencies such as the Special Educational Needs Assessment and Advisory Team (SENAAT), Educational Psychology Team, Speech and Language therapist, etc is included in these documents.

School Support Plans follow the graduated response – Assess, Plan, Do, Review

Class teachers assess the child and write individual SMART targets.

SMART targets are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound.

Class teachers outline the provision needed for the child to achieve these targets that is above and beyond that which is ordinarily available in the classroom (Quality First Teaching).

During termly School Support Plan reviews, each child's progress is assessed and tracked against these individual SMART targets.

Children who have IPFAs or EHCPs are also reviewed annually in a meeting with the SENDCO, class teacher and other professionals when appropriate.

Further information and support for parents

Further information and support can be found on the Wirral Local Offer website via the following link: <http://localofferwirral.org>

WIRED is a support service for parents of children with SEND:

WIRED

Head Office Wirral Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX.

Email: contact@wired.me.uk Website: www.wired.me.uk

Tel: 0151 522 7990 Fax: 0151 670 1600

What are our arrangements for handling complaints from parents of children with SEND about our provision?

Initial complaints should be raised directly with your child's class teacher as most concerns can be resolved quickly at this stage.

If that is not appropriate, a meeting should be arranged with the school's SENDCo.

If the complaint is about the actions of the School's SENDCo, the complaint should be forwarded to the head teacher.

If the complaint remains unresolved, the complaint should be forwarded to our SEND governor, Judith Parry, who can be contacted via the school.

We are keen that parents and carers are supported and would refer all families to Wirral's SEND Parent Partnership if they require further support: <http://www.wired.me.uk/Parent-Partnership.asp>

Useful contacts

Jane Rodgers – SENDCo

sendco@oxtonstsaviours.wirral.sch.uk

Judith Parry – SEND Governor

Contact via: schooloffice@oxtonstsaviours.wirral.sch.uk

Andrew Ramsden – Head teacher and Designated Safeguarding Lead

headteacher@oxtonstsaviours.wirral.sch.uk

Rebecca Shaw – Deputy Head teacher and Deputy Safeguarding Lead

deputyhead@oxtonstsaviours.wirral.sch.uk