

Egremont Primary School

SEND Information Report 2017/18



Our Approach to Teaching Learners with SEND

At Egremont Primary School we ensure that all our children are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a developing conferencing approach, the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Principles guiding policy and practice:

- We value all the children in our school equally.
- Every child should be encouraged to develop his/her potential and flourish – intellectually, emotionally, physically and socially.
- Effective assessment, planning and recording is the key to meeting special educational needs.
- All children are entitled to experience success.
- Children with additional needs should to have their needs met within an inclusive setting.

Objectives:

- To ensure that each child's progress is assessed, recorded, monitored and reviewed on a regular basis.
- To ensure that all members of staff are familiar with the Code of Practice.
- To plan a range of effective teaching and learning strategies appropriate to each individual child.

- To set in place routines for the effective involvement of parents and outside agencies in meeting the needs of their child.
- To liaise with outside agencies to provide a multi-disciplinary approach.
- To evaluate inclusive practices within the school at a school, class and individual level.

Introduction

All Wirral Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To access the Wirral Local Offer, please click here: <http://localofferwirral.org/>

The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your child has Special Educational Needs/Disability. What can we at Egremont Primary School offer you?

At Egremont Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Please look at the 13 questions below for more information about the School Offer from Egremont Primary School and how we can support your child.

Q1. Who are the best people to talk to about my child's difficulty?

The class teacher

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning for and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Engagement Coordinator know as necessary.
- Completing 'Assess, Plan, Do, Review' templates to show where reasonable adjustments have been made to support your child's needs.
- Personalised teaching and learning for your child as identified on the class provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Engagement Coordinator: Mrs Laura Snelgrove

The Engagement Coordinator is responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as parents/carers, are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Ms Claire Spinks

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the Engagement Coordinator and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs. J. Owens

The SEND Governor is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

To contact any of the people listed above, please call the school office.

School contact telephone number: **0151 638 5406**

Q2 What are the different types of support available in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the Engagement Coordinator) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the Engagement coordinator and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP) or a Pupil Funding Arrangement (PFA). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of units of support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term outcomes for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q3. How can I let the school know I am concerned about my child?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (Engagement Coordinator), Mrs Laura Snelgrove.

The school SEND Governor can also be contacted for support.

Q4. How will the school let me know if it has any concerns?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

Together with parents and carers, we will plan any additional support your child may need.

We will discuss with you any referrals to outside professionals to support your child.

Q5. How is extra support allocated in school?

The school budget, received from Wirral LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for SEND in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the Engagement Coordinator discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Q6. How are other people providing support in school?

School provision

- Teachers are responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly work with either individual children or small groups.
- Teaching Assistants or HLTAs offering support for children with emotional and social development.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)

Health Provision delivered in school

- Additional Speech and Language Therapy
- 0-19 Health Service
- Occupational Therapy
- Physiotherapy
- CAMHs

Q7. How are teachers helped and what training do they have?

The Engagement Coordinator's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Q8. How will the teaching be adapted?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the

needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Q9. How will we measure progress?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and Engagement coordinator every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these are the results that are published nationally.
- Where necessary, children will have a targets set by outside agencies specific to their needs. Targets will be set, designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Engagement Coordinator will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Engagement Coordinator and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q10. What support do we have for parents?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The Engagement Coordinator is available to meet with you to discuss your child's progress or any concerns/worries you may have.

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

Parent's evenings, where you can discuss your child's progress, will be held with your involvement every term.

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.

Our Inclusion Team, consisting of Jackie Stephenson and Liane Bresnan, are on hand to support families with any needs they have. They have a good link to social care and agencies to support behavior and well-being for families and children at Egremont.

Q11. How is the school accessible for SEND children?

- The school is fully compliant with DDA requirements.
- The school has a ramp, easy access and double doors.
- The front desk has a wheel-chair height section and is DDA compliant.
- We have a lift for access to the top floor.
- There are one disabled toilets, shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Q12. How will we support your child when they enter the school move classes and or leave the school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Engagement Coordinator will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school Engagement Coordinator and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the Engagement Coordinator from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. EHC Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The Engagement Coordinator will discuss the specific needs of your child with the SENCO of the child's secondary school. In some cases, a transition review meeting to which you will be invited will take place with the Engagement Coordinator from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Q13. How will we support the child's social and emotional development?

We recognise that some children have extra social, emotional and mental health needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.

All classes follow a PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Lunchtime and playtime support through planned activities and groups.
- Social Skills groups
- Socially Speaking groups
- Friendship Groups
- DOVE Programme, for children who have been affected by bereavement
- Support suggested by CAMHs
- Family support from our Inclusion Team

If your child still needs extra support, with your permission, the Engagement Coordinator will access further support through the TAF process.

Written by: Mrs Laura Snelgrove. November 2017

Approved by staff and governors: AWAITING GOVERNORS APPROVAL

Date of next review: September 2018

