

Pensby Primary School



SEND Information Report

2021 - 2022

Reviewed October 2015/July 2016/July 2017/October 2018/September 2019/September 2021

School Offer

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

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Pensby Primary staff members working alongside the child, the child's family and, where necessary, outside agencies** (eg a Speech and Language Therapist or an Educational Psychologist.)

At Pensby Primary School, we offer a welcoming, caring and supportive environment, in which all children, including those with SEND are well looked after and their needs are individually catered for. We endeavour to ensure that all children, including those with SEND are able to make progress across all areas of their learning and are included and valued within our school.

1. How does Pensby Primary know if children need extra help and what should I do if I think my child may have special educational needs?

Each child is assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children. We also take into account any information received from a child's previous school.

All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning, than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The class teacher, Headteacher and SENCo also monitor the children's progress in line with existing school practices. This is an ongoing process.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite a differentiated curriculum.

The class teacher is **the first point of contact** for parents who think their child has developed additional needs. Following this the class teacher may liaise with the Special Educational Needs

Co-ordinator (SENCO) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

2. How will Pensby Primary staff support my child?

At Pensby Primary we offer many different forms of **additional provision**. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a range of outside agencies. Additional provision is overseen by the school's highly-qualified SENCO and Early Years SENCO and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of highly-skilled Teaching Assistants. Like with individual targets, the most important point is this: **additional provision depends on the needs of the child**.

For many children, **targets and outcomes** will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (eg problems with fine motor control)...the list is endless. The most important point is this: **targets depend on the needs of the child**.

Multisensory programmes of study are delivered daily with an emphasis of phonics and basic skills.

As part of our Quality First Teaching, the class teacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or 1:1 by both the class teacher and the teaching assistants.

Pupil progress meetings are held each term to discuss the progress of pupils with the Headteacher. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.

A formal review is held once a year to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. Intervention groups, such as use of Social stories, fine motor skills, co-ordination, memory, speech and language programmes are utilised as appropriate. A Person Centred Plan (PCP) or an Additional Support Plan (ASP) will outline outcomes planned for your child's intervention groups and copies of these sent home. Your child's view is valued and an important part of the process.

Pensby Primary School employs a Speech and Language Therapist to provide 1:1 and group speech clinics, assessments and language support in the classroom. If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made, with your consent.

The Governors at Pensby Primary School are responsible for the overseeing of all procedures in school and are regularly in school.

3. How will the curriculum be matched to my child's needs?

All Pensby Primary pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes; and a broad range of extra-curricular activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEND. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum.

Access to the curriculum is important to ensure we get right for children with Literacy and Numeracy difficulties and the school uses a wide variety resources to facilitate access to the curriculum, including: Numicon, Clicker 6, coloured overlays and ipads apps. It maybe your child needs specialist equipment eg. Writing slopes, pencil groups, posture support cushions and chairs and will be provided by school to help your child make progress.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

4. How will I know how my child is doing and how will you help me to support my child's learning?

Typically, a child with Special Educational Needs and/or Disabilities, will have a Person Centred Plan (PCP) or Additional Support Plan (ASP) which details the outcomes that are currently being worked on and outlines what **additional** provision is being put in place for that child. The content of the Plan is negotiated, as appropriate, with the child and the child's family. Copies of your child's Plan will be sent home when they are reviewed and new targets set. Parents Evenings are held termly for teachers to discuss your child's progress and assessment data is sent home to show progress made. At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

Often, children may need additional support within a specific area and this may be monitored and tracked using a Cohort Provision Map.

5. What support will there be for my child's overall well being?

Your child's well-being, emotional and mental health are as important as their academic progress. Teachers plan for the development of each child in his/her class, using the detailed knowledge of each individual to promote their self-confidence and self-esteem. Personalised Behaviour charts and Positive Behaviour Management plans can be used, should there be the additional need.

At Pensby Primary School we offer a variety of pastoral support for pupils who encounter emotional difficulties, including: Teachers and Teaching Assistants readily available to

discuss issues and concerns, Person Centred Planning, use of additional spaces such as our Sensory Room, as well as clubs and additional adult supervision from key staff during lunchtimes. These strategies are regularly reviewed by our Mental Health Champion, Mrs Toal.

If parents or school staff feel that further advice or support is needed, a telephone call or online referral can be made to CAMHS (Child and Adolescent Mental Health Services) via the <https://www.mymind.org.uk/services-and-contacts/wirral/website>, where more resources and advice are provided.

6. What do I do if my child has a medical condition?

If a child has a medical need, then usually a detailed Individual Health Plan (IHCP) will be compiled, often with support from the School Nurse and other, relevant professional, in consultation with parents/carers. This is shared with all relevant professionals so that all staff who work with the child are aware of their needs.

Most of our school staff are trained in first aid and, in agreement with parents/carers, medicines are administered in school, but only where a signed medical consent form is in place to ensure the safety of both child and staff member. Most of our staff are also trained in how to use a defibrillator.

7. What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- Experienced SENCO and Early Years SENCO
- School Nurse
- Speech and Language Therapist
- Occupational Therapists - accessed via School Nurse
- Educational Psychologists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools, eg Gilbrook, Stanley or Orretts Meadow School
- Specialist support from Portage/Autism Social Communication Team
- Social services - Wirral Gateway
- Paediatricians - accessed via school nurse and/or GPs
- Local Authority EHC Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)

8. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND including sessions on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social, Emotional and Mental Health Needs
- First Aid
- Safeguarding
- PREVENT Strategy
- Trauma and Attachment
- Children and Young People's Mental Health
- Reducing Anxiety
- Next Steps

Professional Development is ongoing and our staff receive regular training to support our pupils.

9. How will my child be included in activities outside the classroom including school trips?

We endeavour to ensure that all of our extra-curricular activities are adapted for children's specific needs. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential, extra-curricular clubs, sports teams and school committees. As a fully inclusive school, all children participate in whole school curriculum and off-site activities.

10. How accessible is the school environment?

Pensby Primary School is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. The school has toilet/changing facilities for use by disabled pupils and ramps run alongside steps into the main building.

11. How will the school prepare and support my child when joining Pensby Primary School or transferring to a new school?

Parents and children are welcome to look around Pensby Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

If your child is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and class mates. Some children can find transition to a new class, within school a stressful experience and for these children we offer Internal Transition support, suited to the needs of the child.

Transition to secondary school can be a worrying time for both parents and children. At Pensby Primary School we are able to arrange additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

12. How are your resources allocated or matched to children's educational needs?

On a daily basis, the class teacher determines the level of support for individual children within their class. When children whose SEND or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by senior leaders, as the resources are often provided within the school or delivered from outside agencies.

Pupil premium - Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been Looked After continuously for more than six months and for the children of service personnel.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

Schools are held accountable for the decisions they make, through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

13. How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

14. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- *Discussions with the class teacher
- *Parent Evenings
- *During discussions with other professionals
- *Secondary transition meetings
- * Annual reviews
- * Parent workshops
- *Discussions with SENCo

15. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School communication is vital and staff are available to talk outside of teaching hours if an appointment is made at a mutually convenient time. Please email or telephone the school office to make an appointment.

For matters not directly related to your child's progress parents are invited to contact the school office and the SENCO, the Deputy or Headteacher will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.

16. Where can I find more information?

For further information, please visit our school website where you will find links to Wirral's Local Offer. The Local Offer is an excellent resource, which provides parents with a wealth of information and has links to provide further help and support.

This information report is reviewed annually and is due to be reviewed next in September 2022.