Pensby Primary School Special Educational Needs and Disabilities (SEND) Information Report

At Pensby Primary School we are committed to providing an inclusive and supportive environment that enables **ALL** pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their best possible outcomes. This report outlines how we identify, support, and monitor children with SEND, ensuring their needs are met effectively.

The Local Offer

The Wirral Local offer provides parents/carers with information about how to access services in their area. It is there to support all families, especially children with a SEND need. Here is the link to the SENDLO website: https://www.sendlowirral.co.uk/

Definition of SEND

Special Educational Needs are defined as learning difficulties or disabilities that create barriers for a child to learn compared to their peers. This can include challenges in:

- **Communication and Interaction** (e.g., speech, language, or social difficulties).
- **Cognition and Learning** (e.g., difficulties with reading, writing, or understanding information).
- **Social, Emotional, and Mental Health (SEMH)** (e.g., anxiety, behavioral challenges).
- **Sensory and/or Physical Needs** (e.g., visual, hearing impairments, or mobility challenges).

How do we identify if a child needs extra help?

Early identification of SEN is key to addressing any barriers to learning. Each child is assessed when they start at Pensby Primary School (whether this is in Early Years or if they have joined us later in their school life) 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. The identification of SEND can be through:

- **Identification by class Teacher** – a child may not be making expected progress despite high quality first teaching.
- **Assessments** – Regular evaluations of academic, personal and social progress and development.
- **Parental Input** – Parents and carers sharing concerns about their child's development.
- **Information Sharing**– this may be provided by other people or agencies significant to the child (previous/additional setting, specialist support already involved with the child, other school staff who work with the child).

How will Pensby Primary School support children with SEND?

We recognise that all children learn at different rates and there can be many factors that affect achievement. All children may possibly require further support at some point in their education journey whether this is academic or support for their personal growth and wellbeing. Provision for children with SEND will be tailored to their needs and can take a variety of forms.

Provision for pupils with SEND may include: -

- Quality first teaching with appropriate scaffolding and adaptations in place
- Extra adult support in the classroom, supported by the class teacher or a teaching assistant
- Small group teaching
- Personalised provision detailed on a Learning Plan which follows an assess, plan, do, review cycle;
- Use of evidenced based intervention programmes
- Additional equipment and adaptations to support learning needs
- Advice sought from external agencies such as SALT, 0-19 team, Educational Psychologist, SENAAT and CYPWP (following referral)

- The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making their own decisions, expressing opinions and choices, we will aim to involve them in every step of their journey. At Pensby Primary School our children feel safe and cared for, they have positive relationships with staff and are aware of who they can speak to if they need help or support. The SENDCo along with classroom staff will invite children to contribute to their learning plan. The SENDCo completes pupil voice with our children who have SEND needs throughout the school year to ensure their needs and wellbeing are being met.

- Progress will be shared at parents evenings and via an end of year report.

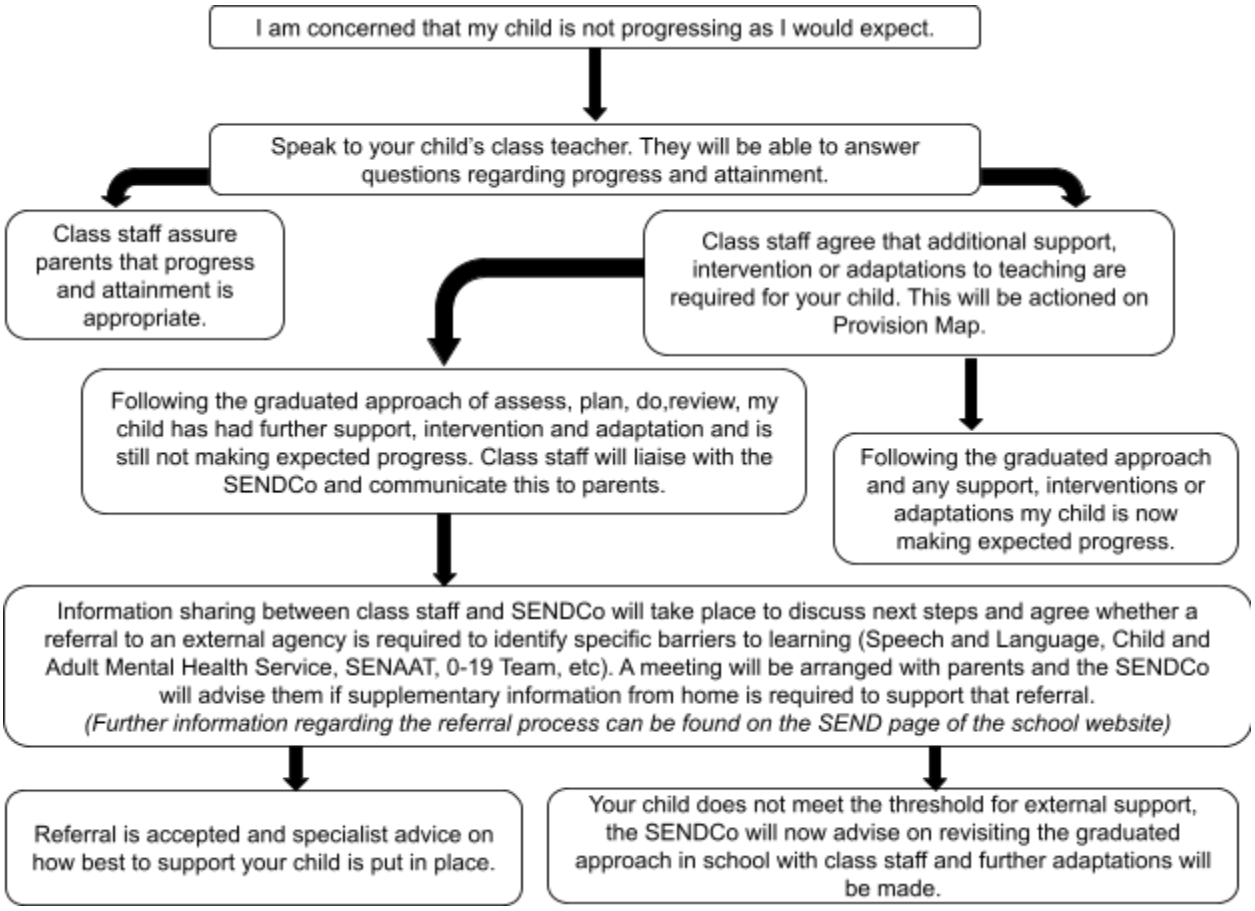
- Pupil progress meetings will be held between staff and the Senior Leadership Team to promote children's positive achievements and highlight any potential concerns and identify where future support may need to be required.

- Children on the SEND register will have learning plans in place. Children on these plans will mostly be supported by the class teacher but there may be additional time with a teaching assistant to work on their personalised targets. Parents and children will be given the opportunity to share their views on the plans and is an important part of the process.

- We have close liaisons with external agencies and these agencies will be requested as and when needed. We also employ a private Speech and Language Therapist to provide one-to-one and small group speech and language support and to provide guidance to class staff on how best to support a child with their communication needs.

- The Governors at Pensby Primary School are responsible for the overseeing of all procedures in school. The Governor with responsibility for SEND at Pensby Primary School meets with the SENDCo regularly throughout the year to quality assure our SEND provision.

What should I do if I think my child has Special Educational Needs?



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

- Our curriculum is based on the National Curriculum and is broad and balanced. It is adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. This personalised approach allows individual pupils to flourish and multisensory approaches ensure their teaching responds to pupils' diverse needs.

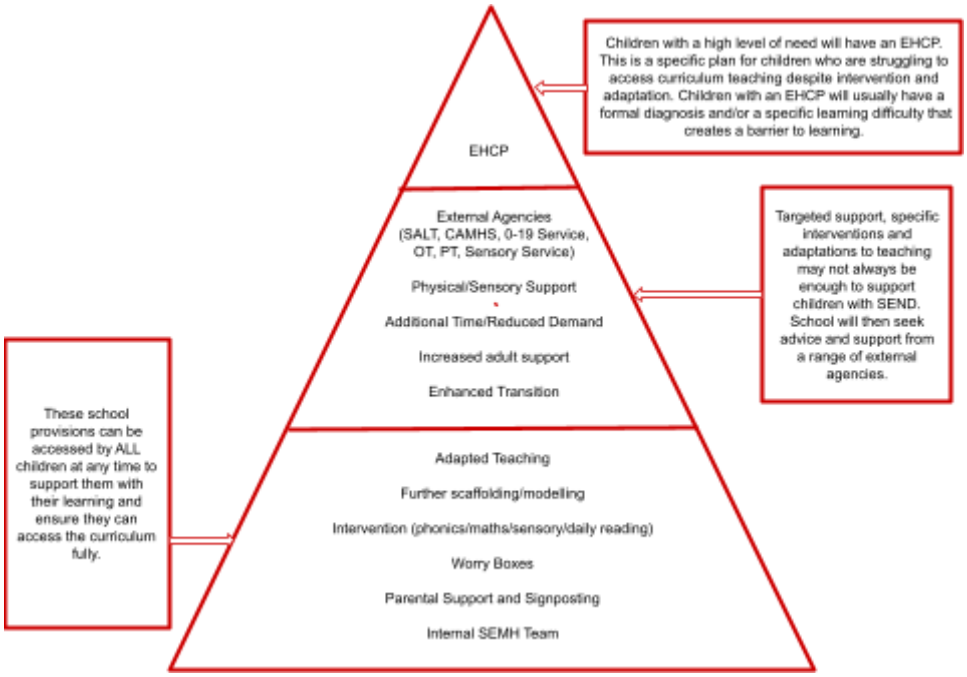
- Reasonable adjustments are made in all lessons to factor in different children's needs, with flexible teaching groups and approaches considered.

- For children who are in receipt of specific interventions to support their learning and development, these will be recorded on 'Provision Map' and their effectiveness reviewed termly.

- There are a number of extra curricular activities available to ALL children. These include clubs that are run by both internal members of staff and external providers.

- Our children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, communication, resilience and independence and we offer opportunities for these skills to be transferred across the school setting. We are ambitious and want ALL of our children to develop a love of learning.

Examples of how your child may be supported:



Education, Health and Care Plans (EHCPs)

Where a pupil has significant and persistent special educational needs and, despite the school implementing a sustained and evidence-based graduated approach, their needs cannot be fully met through the provision ordinarily available in school, an Education, Health and Care (EHC) needs assessment may be requested.

The school will work closely with parents/carers and, where appropriate, the pupil and other professionals when considering whether an EHC needs assessment is appropriate. A request can also be made by a parent/carer or another professional. The decision about whether an EHC needs assessment will take place is made by the Local Authority.

As part of a request, the school will provide evidence of the support and interventions already put in place, including:

- the pupil's individual needs and strengths
- the impact of the graduated approach and interventions provided

- the pupil's progress and attainment
- any individual support plans or provision maps
- relevant information from health and other professionals
- the views of the pupil and their parents/carers
- information about involvement from other agencies, where appropriate.

Following an EHC needs assessment, the Local Authority will decide whether an EHCP is required. An assessment does not automatically result in an EHCP. An EHCP is a legal document which identifies a child's special educational needs and sets out the special educational, health and social care provision required to support them to achieve their agreed outcomes.

Where a pupil has an EHCP, the school will ensure that the provision specified in the plan is implemented and will work in partnership with the pupil, parents/carers, the Local Authority and relevant professionals.

EHCPs are reviewed at least annually to consider the pupil's progress, outcomes and whether the provision continues to meet their needs. A review can also be requested when there is a significant change in the pupil's circumstances or needs.

The Local Authority is responsible for decisions about whether an EHCP should be maintained, amended or ceased. The school will support families throughout this process and ensure that parents/carers and pupils are involved in decisions about their education and provision.

What if my child has medical needs?

- If a pupil has medical needs or allergies, then a Health Care Plan will be completed by the SENDCo in collaboration with parents. The SENDCO will then seek support from relevant medical agencies, in consultation with parents/carers if required.
- Medical consent forms need to be signed by parents prior to administering any medicines to ensure the safety of both the child and staff members. This includes inhalers which are prescribed for any children with asthma.
- All school staff are first aid trained and can administer first aid if and when required.
- When necessary, school will liaise with other agencies to gain support or necessary equipment for any children with specific medical or physical needs.
- All staff receive epipen, asthma and defibrillator training, a dedicated number of staff are also trained in supporting children with diabetes. To ensure we can offer the best support for your child, the staff who will be working closely with your child will receive training on how to support children with diabetes when your child is transitioning from one year group to the next.
- As a school we use medical tracker; an online centralised system to record, track and monitor incidents, illnesses and injuries.

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

- We follow an 'adaptive teaching' approach, which focuses on teaching the entire class, while still responding to the individual's needs. It involves teachers knowing children's prior levels of attainment and providing targeted support with adaptations to whole class teaching where necessary.

- Pensby Primary School has an ethos dedicated to the holistic development of each child. Classroom staff use their knowledge of each individual to promote their confidence and self-esteem. Those who need further support may have a referral to a member of our SEND team for further SEMH support through ELSA, Next Steps or to our mental health lead.
- For children who are still struggling with SEMH needs following therapy with our in-house SEMH team, a referral to our Education Mental Health Practitioner (CYPWP) can be made following consultation and with an agreement from parents.
- All adults within school are here to support the children and discuss any issues or concerns.
- Our 'Dinner Den' is available for those who have been recognised as needing enhanced pastoral support during unstructured lunch times. A range of children may be invited to access 'Dinner Den', which aims to offer quiet and reflective time away from the busy playground for a short period of time.
- We are a 'My Happy Mind' school working towards creating a culture of positive mental wellbeing, with the aim of preparing our children for tomorrows world by building resilience, independence and providing our children with the tools they need to manage their own wellbeing.

How accessible is the school environment?

In compliance with the Equalities Act (2010), all schools should take reasonable steps to avoid putting children with disabilities at a substantial disadvantage. Pensby Primary School has a clear admissions policy and criteria which does not discriminate against children with disabilities. Further information about accessibility can be found in the school Accessibility Plan.

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, they can book an appointment at the school office for the Headteacher or a member of our Senior Leadership Team to show you around. This is an opportunity to see what provision we offer and whether you feel we can meet the needs of your child.

<u>Transition to F1 and F2</u>

- Discussions will be held between Pensby Primary School and any previous settings to ensure transition is as smooth as possible. This forms part of the information sharing process and includes discussion with parents and carers.
- Children who choose to join us for F2 are invited to visit school on different occasions prior to commencing in September. School offers activities such as a teddy bears picnic, 'Stay and Play' sessions and Welcome Meetings with parents,

- Should children need a more specialised transition, we can accommodate additional visits and meetings to discuss your child's needs.
- Our EYFS operates as an EYFS setting during the afternoon sessions. This means that the children in F1 are already familiar with the staff and environment in F2 before making the transition.

Transition to Secondary School

- Transition days or sessions will be held for every child in year 6 with their chosen secondary setting.
- When required additional meetings will be held with the secondary SENCos to discuss specific needs.
- Where possible, additional visits will be arranged for children with SEND needs to visit their chosen secondary school.
- As a school we offer transition sessions for all year 6 children with our Education Mental Health practitioner as we understand this transition can be very overwhelming for them. This is followed up by a transition workshop for parents to enable parents to support their child through the transition process.
- All paperwork is passed to the new secondary school once admission has taken place.

In Year Admissions

- For any child/ren transferring to us/leaving us, where appropriate discussions will be held for that child from their previous/ current school and/or records passed on.
- Additional visits can be arranged should this be required.
- Where a pupil may have more specialised needs, a separate meeting maybe arranged between the SENDCos and/or parents/carers.

How are our resources allocated or matched to children's educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on individual needs.
- Resources may include deployment of staff or equipment in response to pupils' specific needs.
- Information on how Pensby Primary School uses Pupil Premium funding is detailed on the school website.

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;
- At parent's evenings;
- Comments made on learning and support plans;
- During discussions with other professionals;
- Transition meetings, both at Foundation and Secondary level;

- Response to annual reviews and reports;
- Parent workshops

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

- Your first point of contact should always be your child's class teacher, they are the person in school who knows your child the best and they will be able to answer any questions that you have regarding your child's day-to-day activities, issues that have arisen in the classroom and information regarding their progress and wellbeing.

- We recognise that occasionally concerns may arise that you as a parent and your child's class teacher both acknowledge. At this point you may wish to request a meeting or telephone call with the SENDCo.

- If your concern has still not been resolved you may then wish to contact a member of the Senior Leadership team via the school office.

We believe every child deserves an opportunity to succeed and at Pensby Primary School we are proud to recognise that success can take many forms. We strive to provide the best possible support for **ALL** helping every child reach their full potential and to be happy, resilient and independent learners.
