

SEND Information Report September 2023

Here at Rock Ferry Primary school we believe that every child is an individual with their own characteristics, this means that the educational needs of every child are different and this is just as true when a child has Special Educational Needs.

How will the school know my child has extra needs?

All children will have access to learning through excellent, targeted classroom teaching, known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations of your child, and all pupils in their class.
- That all teaching is based on daily assessment -building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may mean using more practical learning styles and use of ICT
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- The SENDCo, or outside staff, may suggest specific strategies to support your child to learn.

If your child has additional educational needs they may have access to specific group/individual work with a smaller group of children.

These groups, often called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a teaching assistant, who has had training to run these groups.

How much help will my child get?

There are 3 types of need identified within school

Stage of SEN Code of Practice: School Support Stage 1

The class teacher has identified the need for some extra support in school. This is available for any child who has gaps in their understanding of a subject/area of learning.

This would mean:

- Your child may take part in group/individual sessions with targets to help him/her to make more progress. A Learning Support Assistant or a teacher may run these small group sessions.

Stage of SEN Code of Practice: School Support Stage 2

- This means the child needs some extra specialist support in school. These children may need more than Quality First Teaching and intervention groups.

This may be from:

- The Outreach Team for children with autism or the team for children with sight or hearing needs.
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Outreach services to support needs such as emotional and behavioural needs.
- The ADHD Foundation or Talk About Town Speech and Language Therapy Service.

For your child this would mean:

- School staff know your child has extra needs, and need more than Quality First Teaching and intervention groups. Parents may notice the needs and ask school for help.
- We will ask you to come to a meeting to discuss your child's progress and help plan possible ways forward.

- We may refer your child to Speech and Language Therapist or Educational Psychologist. This will help everyone to understand your child's needs better, and so be able to support them better in school.

The professional will work with everyone and make recommendations, which may include:

- Making changes to the way your child works. This could be individual teaching or changing some of the teaching to group work.
- Support to set targets which will include their specific expertise
- Work delivered by school staff with the support of the professional.
- Group or individual work with outside professionals
- Work with school staff trained to deliver specialised support.

The school will tell you the support given and the strategies used.

Specified Individual support

This type of support is for children with severe, complex and lifelong learning needs. This will usually mean the child has an Education, Health and Care Plan (EHCP) . This means that your child needs a high level of support.

For your child this would mean:

- The school (or you) can ask the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support your child will get.

- The request for an assessment will contain a lot of information about your child. Some of this will be from you, as you know your child best. If they decide to assess they will ask you, school and other professionals, to write a report about the needs. If they do not think your child needs this they will ask school to continue supporting the child's needs. If they decide to assess the Local Authority will ask for more reports and meetings. Then they will decide whether your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan.
- The EHC Plan will set out the support your child will receive from the LA. It will also have long and short term goals for your child.
- If a child's needs don't meet the threshold for an EHCP, then school can ask for funds to support the child in school. This is in the form of a Pupil Funding Arrangement/Agreement.

How do we identify children with SEND?

Class Teachers assess the progress made by the children in their class every half term. The Teacher and the Senior Leaders look at all the information they have about the child every term. This is to make sure they are making progress.

- These include:
 - the children getting extra support already
 - the children needing extra support
 - the children who are not making as much progress as would we expect.

You may have concerns about your child's needs which you would like to raise with the school. First of all talk to your child's teacher. The teacher may liaise with the SENDCo for further advice and guidance. Then parents and school staff could meet to look at the best way to support your child.

How is your child's progress measured?

- The teacher monitors your child's progress throughout the year.
- Assessments of progress in reading, writing, maths and science happen every term.
- At the end of Year 2 and Year 6 all children have to sit Standard Assessment Tests (SATs). This is something the government requires all schools to do.
- Children at School Support Stage 2 will have targets to work towards. Reviews will take place every term, then the plan for the next term will be set.
- The progress of children with an EHC Plan is reviewed at an Annual Review. All adults involved with the child's education can contribute to the review.
- The SENDCo will also check that your child is making good progress with any individual or group work.

How do the staff know how to help my child?

- Experts will show staff how to support children with special needs.
- Staff attend training courses that are relevant to the needs of children in their class.
- There are many forms of extra provision available to help children achieve. These may be small group or individual work both inside and outside the classroom.

• **How is teaching adapted to meet the needs of my child?**

- Class Teachers plan lessons for the specific needs of all groups of children in their class.
- Trained support staff can deliver the planning to support the children where necessary.

- We have specific resources and strategies to support children on their own or in groups.
- Planning and teaching may differ, on a daily basis if needed, to meet your child's learning needs.
- All pupils access a wide range of teaching and learning styles available to them
- A differentiated curriculum may help meet the needs of some children
- We use resources, such as i-pad apps, coloured overlays and hands on equipment such as Numicon.
- If your child needs specialist equipment these will usually be available in school. These may include ergonomic pencils, sloping writing boards or booster cushions.
- To help children learn basic skills in English and maths, we may change the way we teach.
- The children will have targets to work towards. This allows them to be involved with the progress they are making.

What Interventions are used and why?

We have a number of intervention programmes/independent support programmes available for use as they are needed. They may include;

- Welcomm Speech and Language Therapy Programme
- Speed-up Handwriting programme
- Talking Maths
- Seema's Programme, MEAS service
- IDL Numeracy
- IDL Literacy
- Heartmath
- First Class at Arithmetic
- First Class at Number

- Times Tables Rock Stars
- LBQ
- Number Stacks
- Toe By Toe
- Social Skills Support Groups
- Talking Partners
- Nurture@Primary
- Support from an Emotional Literacy Support TA
- Lego Therapy
- Theraplay
- Precision Teaching

We add others as they become available to help support children who need them.

We also have in place;

- Family Learning as available
- Family Works as available
- Early Years PEEP Project

We choose the interventions to meet the needs of the children identified as having SEND. We measure progress by checking it on the school tracking system. This will be for as long as the intervention lasts. We use standardised tests for measuring progress, and on-going assessments. This is to ensure the intervention meets the needs of the children.

How will you support my child's emotional well-being?

A child is a whole person and emotional health is as important as academic progress. Teachers plan for the development of the whole child using what they know about the child. This promotes confidence, resilience and self-esteem.

Our school supports the pastoral needs of children in a wide variety of ways, these may include

- Teachers and Teaching assistants being available to discuss any issues or concerns
- Dedicated Pastoral TAs may be available to support children at certain times of the day
- Person Centred Planning
- If needed a child may have an Individual Health care Plan. Parents and experts in the field of need contribute to these
- We have nominated first aiders trained in first aid. Most staff have qualifications in basic first aid.
- We can give medicines to children when we have a medical consent form signed by the parent/carer of a child
- The school has a defibrillator on the premises
- We have a Lead Behaviour Professional who works with children with challenging behaviours
- Children who have had trauma and disruption in their lives may work with a Pastoral Mentor.
- Key staff have team teach de-escalation training
- “Brighter Horizons” mental health support service work in the school
- A Trained Emotional Support Assistant

Every student has the right to come to a happy, safe school environment and feel respected and valued. We have a zero tolerance approach to bullying. We deal with any cases in a professional manner.

- We can make sure our school is a place pupils want to come by having support systems against bullying in place.
- Children needing extra support have Staff Buddies to talk to and spend time with.
- The school believes in trauma informed practice. All classrooms have ways to support children who have experienced attachment and trauma.
- We hold the Attachment and Trauma Sensitive School Award at Silver level.

Who else may be involved with my child in school?

To assess and support children with SEND we buy in some extra services as well as those available from the LA.

Funded by the school:

- Extra Speech and Language Therapy input to provide a higher level of service to the school.
- Educational Psychologist input to provide a higher level of service to the school.
- Brighter Horizons" mental health service
- A Nurture Group for vulnerable pupils from our school
- Support from the ADHD Foundation
- Support for children suffering loss and trauma

- Emotional wellbeing workshops by agencies such as Thumbs UP

Paid for by the Local Authority but delivered in school:

- ASC Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service but delivered in school:

- School Nurse

How is Pupil Premium used to support children with SEND?

We use pupil premium funding to make sure all children are in small classes. We also use it to buy in services such as theatre groups and musical groups. Staff such as our pastoral TA and our Family Support Worker, come from the Pupil Premium money. We also use it to part fund the “Brighter Horizons” mental and emotional health service. It also funds staff training and buys resources such as outdoor learning equipment.

We have a wide range of laptops and i-pads to support the needs of the children with SEND.

SENDCo (Special Educational Needs and Disabilities Co-ordinator)

Mrs L Booth is the SENDCo at our school, she handles:

Coordinating the support for children with special educational needs or disabilities (SEND). The SENDCo and the Senior Leadership Team both develop the school’s SEND Policy. This makes sure all children get a high quality response to meet their needs in school.

The SENDCo ensures that you 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 other people who may be coming into school to help support your child's learning such as Speech and Language Therapy, Educational Psychology etc.
- keeping the school's SEND register up to date. This means we know the SEND needs of pupils and we can make sure there are records of your child's progress and needs.
- liaising with other people coming into school giving support to teachers. They can then help children with SEND achieve best progress.

Contact Details: school telephone number - 0151 645 1017 e-mail address – linda.booth@rockferry.wirral.sch.uk

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school reviews the training needs of staff every year. Training helps staff to improve the teaching and learning of children. This includes training on issues such as ASC and speech and language difficulties.
- Staff who have attended training courses share the information with colleagues.
- Staff have access to training courses that are relevant to the needs of children in their class. These may be from services supporting ASC, ADHD, learning difficulties or emotional support.
- A member of the Special Education Advisory and Assessment Team comes into school. After assessing the needs of the children they work with, they will write a report about the best ways to support the child. Parents and school receive a copy of the report.
- The Special Education Advisory Team are able to tell staff about new ways to help children with SEND.

- Staff get training from the ADHD Foundation, helping them to support children who need it.
- Staff get training from a specialists in supporting children who have experienced trauma.

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

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

- Discussions with the class teacher * Annual reviews
- During parents meetings * Parent workshops
- During discussions with other professionals * Parent coffee mornings
- Secondary transition meetings

How will my child be involved in discussions about and planning for their own education?

- By engaging pupils to play a key role in promoting a culture of positive expectation. Pupils are part of the learning process at all levels.
- Through marking and feedback
- They know what their next step is to make progress
- They help to create their own one page profile, so they can express their own needs and preferences
- Support meets their individual needs.

Who can I contact in school 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. Next the class teacher, or you, may ask a member of the Senior Leadership Team to meet. Parents do not have to wait for the next formal opportunity to meet but can contact us on an ongoing basis. We can use Home School books for communication. Staff are available to talk outside school hours or we can meet at convenient time for us all. Please telephone the school office to make an appointment.
- Parents can talk to staff, if there are concerns about medical or behaviour issues.

Who can I contact in the local area for further information or if I have any issues or concerns?

- There are services to support parents of children with special educational needs. Information about them is on the Local Offer website, <http://localofferwirral.org/>
- Another useful tool is the Family Toolbox <https://familytoolbox.co.uk/>

How accessible is the school environment?

- Currently the school is fully accessible on the ground floor with full access to the rear yard, dining room and Key Stage 1 toilets. At present we do not have lift to the upper storey.

How will the school prepare and support my child when joining Rock Ferry Primary School or transferring to a new school?

- Parents and children can come and look around Rock Ferry Primary School. They can meet the HT or a member of the SLT to see what we offer and whether you feel we can meet the needs of your child.
- There will be a meeting for parents of children due to start in Foundation Stage. This will be to discuss the school routines and to help you and your child prepare for school. There will be opportunities for you to discuss your child's needs with their class teacher.
- A child new to the school can come in to meet their teacher and see the classroom before they start.

- Children can find transition to a new class a stressful experience. We can offer internal transition support suited to the needs of the child.
- Moving to secondary school can be a worrying time, so we work with the children and the High School. . If a child has SEN there will be more meetings to ensure the new school knows as much as possible about your child. Children have the chance to spend some time at the High School they will be going to. Children with SEN could spend more time at the new school to help them settle. We share all paperwork and information with the new setting.

How will my child be included in activities outside the classroom?

We do not offer special extra-curricular activities for children with Special Educational Needs. Instead, we try to make sure that all **our after school activities are suitable for children's needs**. Children with SEN take part in all aspects of school life. As an inclusive school, all children take part in whole school and off site activities. The extent to which each child can take part and the support needed will vary between children. We differentiate the activities and to allow all children to take part as far as possible.