

## SEND Information Report

2023 /2024



### 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 EHCP 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.

<p>What kinds of special educational needs do we provide for in Oxton St Saviour's Primary school?</p>	<p>The staff at Oxton St Saviour's Primary School provide support for children across the four areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul>
<p>How do we know if your child needs extra help?</p>	<p>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 pupils should make from their starting points and this helps us set targets for our children and measure their progress. Class teachers make half-termly assessments of children's progress. Class teachers and members of the Senior Leadership Team also hold half-termly progress meetings to check how well pupils are doing and to quickly spot any underachievement. They discuss pupils' targets in these meetings.</p> <p>We check if some pupils progress:</p> <ul style="list-style-type: none"> <li>• Is not on track to reach their target</li> <li>• Is significantly slower than that of their peers</li> <li>• Is slower than their own progress previously</li> </ul> <p>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 also keep a watchful eye on how well pupils are learning personal and social skills. When we think that a child does have special educational needs we will want to get the view of the child and their parents as well.</p> <p>Sometimes we are 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 gets this information and considers the child's needs further.</p> <p>Finally, when pupils come to the school having been at another school they might arrive with special educational needs already identified. We will always notify parents when it is decided that their child has special educational needs.</p> <p>Pupils are identified as having SEND, and their difficulties are assessed, through:</p> <ul style="list-style-type: none"> <li>• Tracking academic attainment and progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Behavioural/social issues preventing them from fully accessing the curriculum</li> <li>• Teacher/parental referral to the SENDCO (who will then discern the next steps needed)</li> <li>• Information from previous settings</li> </ul> <p>Children showing greater difficulty may be assessed by outside agencies including the Special Educational Needs Assessment and Advisory Team (SENAAT).</p>
3a. Evaluating the effectiveness of provision for pupils with SEND.	<p>Regular and rigorous assessment is used to closely monitor the progress of children receiving intervention support each term. For children with significant barriers to their learning, class teachers will write a personalised One Page Profile (OPP) and an individual School Support Plan (SSP). Specialist advice from outside agencies such as SENAAT is included in these documents. During termly School Support Plan reviews, each child's progress against individual SMART targets is assessed and tracked. Interventions are monitored by the class teacher and the SENDCO.</p>
3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.	<p>Arrangements include:</p> <ul style="list-style-type: none"> <li>• Graduated approach – Assess, Plan, Do, Review</li> <li>• Data Tracking for pupil progress using Target Tracker</li> <li>• School Support Plan (SSP) reviews</li> <li>• PFA and EHCP reviews</li> <li>• Intervention Tracking</li> </ul>
3c. The school's approach to teaching pupils with SEND.	<p>The school will ensure:</p> <ul style="list-style-type: none"> <li>• Balanced and broad curriculum with flexibility to meet every child's needs</li> <li>• No child is excluded from a learning activity due to their learning difficulty or impairment</li> <li>• Effective differentiation</li> <li>• Peer tutoring and collaborative learning</li> <li>• Alternative methods or responding or recording work</li> <li>• Specialist resources for those children with sensory or mobility impairments where appropriate</li> <li>• Extra-curricular activities are barrier free and do not exclude any pupils</li> <li>• Lesson resources in formats other than printed text provided</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapted printed materials for children with Literacy learning difficulties and / or sight impairments</li> <li>• Additional adult support in classrooms</li> </ul>
3d. How the curriculum and the learning environment of pupils with SEND are adapted.	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching reasonable adjustments</li> <li>• Groupings that target specific levels of progress</li> <li>• Differentiated resources</li> <li>• Diverse teaching and AFL styles</li> <li>• Appropriate choice of texts and topics to suit the learner</li> <li>• Access arrangements for standardised testing</li> <li>• Additional adult support</li> <li>• School Support Plans with SMART targets</li> <li>• Specialist equipment such as writing slopes, posture cushions, pencil grips, easy to use scissors, specialist seating etc.</li> </ul>
3e. Additional support for learning that is available to pupils with SEND.	<p>The following support is available:</p> <ul style="list-style-type: none"> <li>• Additional adult support within the class</li> <li>• Small intervention groups</li> <li>• 1:1 individual support when appropriate</li> <li>• Hearing/Vision support</li> <li>• Speech and Language Therapy and Socially Speaking group support</li> <li>• Environmental adjustments and specialist equipment</li> <li>• SEMH and ELSA interventions and therapies and Pastoral Team school support including 'meet and greet' and early start times</li> <li>• Mental Health Support Team (MHST) involvement</li> <li>• Precision teaching</li> <li>• Hayfield Outreach involvement</li> <li>• Orrets Meadow Outreach interventions</li> <li>• ADHD Foundation CBT therapy sessions</li> </ul>
3f. How the school enables children with SEND to engage in all school activities along with children who do not have SEND.	<p>Pupils are included and engaged through:</p> <ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Collaborative learning</li> <li>• Adapted activities where appropriate</li> <li>• Alternative methods of recording where appropriate</li> <li>• Specialist resources such as ICT where appropriate for sensory difficulties</li> <li>• Extra-curricular activities available to all children with subject specific adult leaders</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapted printed materials</li> <li>• School trips are available to all, including residential trips</li> <li>• 1:1 support arranged if required for an out of school visit or after school activity</li> </ul> <p>There are disabled toilet facilities available.</p>
3g. Support that is available for improving the social, emotional and mental health of pupil with SEND.	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• An anti-bullying policy that is supported by all staff</li> <li>• School council participation</li> <li>• Circle time</li> <li>• Play leaders supporting lunch time</li> <li>• MHST involvement</li> <li>• Sensory Intervention</li> <li>• SENDCO support</li> <li>• Pastoral Team Support</li> <li>• ELSA Support</li> </ul>
4. The SENDCO and SEND Governor	<p><b>SENDCO: Jane Rodgers</b>  Contact details:  <a href="mailto:sendco@oxtonstsaviours.wirral.sch.uk">sendco@oxtonstsaviours.wirral.sch.uk</a>  or  <a href="mailto:schooloffice@oxtonstsaviours.wirral.sch.uk">schooloffice@oxtonstsaviours.wirral.sch.uk</a>  0151 652 4909</p> <p><b>SEND Governor: Rachel Clark</b>  Contact details:  <a href="mailto:schooloffice@oxtonstsaviours.wirral.sch.uk">schooloffice@oxtonstsaviours.wirral.sch.uk</a>  0151 652 4909</p>
5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	<p>Oxton St Saviour's Primary School has:</p> <ul style="list-style-type: none"> <li>• The SENDCO is Mrs Rodgers who is 0.4 non-teaching.</li> <li>• Our ELSA (Emotional Literacy Support Assistant) is Miss Latters who meets termly with the Educational Psychology team.</li> <li>• The SENDCO attends 'drop in' meetings with the Educational Psychology Team to access expert support and advice regarding provision for children with SEND.</li> <li>• Recommendations to support children with Social Communication differences and Autism are secured from our Speech and Language Therapist Lillian Rogers and the Hayfield Outreach Team</li> </ul>

	<ul style="list-style-type: none"> <li>• Recommendations to support children with Specific Learning Difficulties (SpLDs) are secured from specialist teachers from the Orrets Meadow Outreach Team and SENAAT (Special Educational Needs Assessment and Advisory Service).</li> <li>• Recommendations to support children with Social, Emotional and Mental Health difficulties are secured from the ADHD Foundation, the Educational Psychology Team and the Mental Health Support Team.</li> <li>• 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.</li> <li>• Teaching staff receive regular training including 'Precision Teaching', 'Supporting Social and Communication Needs in the Classroom', 'Supporting Literacy Difficulties in the Classroom' and 'Team Teach' techniques.</li> </ul>
6. Information about how equipment and facilities to support children and young people with SEN will be secured.	<p>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 Pupil Funding Agreement or an Education and Health Care Plan has their allocated money spent to meet their specific and individual outcomes.</p>
7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.	<p>Parents are consulted as soon as concerns are raised about a child in our school. Support available to parents:</p> <ul style="list-style-type: none"> <li>• Termly meetings with the class teacher to review their child's progress against individual SMART targets on School Support Plans.</li> <li>• Signposting to a range of support agencies.</li> <li>• Reports from outside agencies are shared with parents and may contain suggestions of programmes that can be used at home.</li> <li>• Workshops are offered throughout the school year</li> <li>• Meetings with the SENDCO when appropriate.</li> </ul>

<p>8. The arrangements for consulting young people with SEN about and involving them in their education.</p>	<p>When appropriate, children at Oxton St Saviour's Primary School are consulted when a One Page Profiles and / or School Support Plans are written.</p> <p>Children's views and aspirations are included in PFA and EHC applications and reviews.</p>
<p>9. Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils Please visit this page. with SEN concerning the provision made at the school.</p>	<p>Initial complaints should be directly raised with the class teacher as most concerns can quickly been ironed out at this stage. All complaints regarding SEND provision follow the school's complaints policy. 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 can be forwarded to our SEND governor (TBC), who can be contacted via the school. We are keen that parents and carers are supported in this process and would refer all families to Wirral's SEND Parent Partnership if they require further support: <a href="http://www.wired.me.uk/Parent-Partnership.asp">http://www.wired.me.uk/Parent-Partnership.asp</a></p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families.</p>	<p>Where necessary, the following outside agencies are consulted for specialised expertise:</p> <ul style="list-style-type: none"> <li>• Child protection advisors</li> <li>• Educational Psychologists</li> <li>• CAMHS (Child &amp; Adolescent Mental Health Service) and MHST (Mental Health Support Team)</li> <li>• EWO (Educational Welfare Officers)</li> <li>• Social Care</li> <li>• SALT (Speech &amp; Language Therapy)</li> <li>• OT (Occupational Therapy)</li> <li>• Paediatricians</li> <li>• School Nurse (confidential appointments and support are available, parents can request an appointment to meet with the school nurse)</li> <li>• ASC (Autism Social Communication Team)</li> <li>• Hearing/Vision Support (Wirral Sensory Service)</li> <li>• Family Support Workers</li> <li>• SENAAT (Special Educational Needs Assessment Advice Team)</li> <li>• Gilbrook Outreach</li> <li>• Orrets Meadow Outreach</li> <li>• ADHD Foundation</li> </ul>
<p>11. The contact details of support services for the parents of pupils with SEND, including</p>	<p>WIRED</p>

those arrangements made in accordance with section 32.	<p>Head Office Wirral Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX.</p> <p>Email: <a href="mailto:contact@wired.me.uk">contact@wired.me.uk</a> Website: <a href="http://www.wired.me.uk">www.wired.me.uk</a> Tel: 0151 522 7990 Fax: 0151 670 1600</p>
12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparations for adulthood and independent living.	<p>Transition strategies:</p> <ul style="list-style-type: none"> <li>• Discussions between previous or receiving schools/settings prior to the pupil joining/leaving</li> <li>• Transition days spent with their new class teacher</li> <li>• 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</li> <li>• SENDCO is available to meet with parents of children joining the school</li> <li>• Our SENDCO will liaise with other SEND staff from secondary schools to pass on information regarding SEND pupils</li> <li>• Secondary staff visit school to meet the children and speak to class teachers</li> <li>• Where a pupil may have specialised needs, a separate meeting is arranged for the SENDCO to meet with the secondary SEND staff, parents and pupil</li> <li>• Foundation Stage staff visit private nursery settings to gather all relevant information. Private nursery staff are also invited to school to support pupils during transition</li> <li>• Foundation Stage Lead/ SENDCO will visit the settings of any children starting at Oxton St Saviour's Primary School with additional needs to ensure that the appropriate provision is in place.</li> </ul>
13. Information on where the local authority's Local Offer is published.	<p>The local offer is available on the following link: <a href="http://localofferwirral.org">http://localofferwirral.org</a></p>