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| School name and address | Oxton St Saviour's CE (AIDED) Primary School Holm Lane Oxton Wirral CH43 2HT |
| Head Teacher | Mr A Ramsden |
| SENDCo | Mrs J Rodgers |
| Telephone Number | 0151 652 4909 |
| Email Address | schooloffice@oxtonstsaviours.wirral.sch.uk |
| How does the school know if children need extra help and what should I do if I think that my child may have special educational needs? | <p>The Code of Practice 2014 defines SEND as follows:</p> <p>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</p> <p>a) has a significantly greater difficulty in learning than the majority of others of the same age,</p> <p>or</p> <p>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</p> <p>Children's progress is monitored closely through assessment and data analysis. Where a child's progress is significantly below age related expectations, despite high quality teaching targeted at specific</p> |

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| | <p>areas of difficulty, provision of SEND support may need to be made.</p> <p>The staff at our school provide support for pupils across the four broad areas of need:</p> <ul style="list-style-type: none"> Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory and/or physical needs <p>If you have concerns about your child's progress or wellbeing, please contact the class teacher in the first instance.</p> |
| <p>How will the school staff support my child?</p> | <p>All class teachers have a responsibility to deliver high quality teaching and provide a high quality learning environment. Lessons are differentiated to accommodate the needs of all learners. Children who need extra support are identified on the teachers' planning.</p> <p>The teacher completes a personalised plan for each child who is identified as having a special educational need, detailing the support provided, any interventions that the child is accessing and the desired learning outcomes for the child.</p> <p>The school SENDCO (Special Educational Needs and Disability Coordinator) works closely with the class teacher to ensure that the necessary support is given to any child with SEND.</p> |
| <p>How will the curriculum be matched to my child's needs?</p> | <p>Teachers adapt the curriculum to ensure access to learning for all pupils.</p> <p>A child who is identified as having SEND receives support that is "additional to" or "different from" the high quality</p> |

differentiated first teaching that is available to all pupils.

The type of support provided depends on the barriers to the child's learning and is recorded on the child's learning support plan.

The child's progress is reviewed regularly with the parents/carers and the child and is amended when necessary.

Examples of interventions, equipment and resources that may be used to support children with SEND are:

- Class work is differentiated in small groups and individually based on Quality First Teaching**
- Teaching Assistants work with the class teacher to support children with SEND individually and in small groups and also facilitate the class teacher working with children with SEND**
- Teaching assistants and teachers provide social and emotional support**
- Lunchtime nurture group**
- IDL Cloud intervention**
- Mission Maths**
- Teoderescue Perceptuo Motor Program**
- Handwriting Support**
- Funky Fingers**
- Doh Gym**
- SAQ**
- Direct Phonics**

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| | <ul style="list-style-type: none"> • Nessy • Time to Talk • Socially Speaking • Speech and language intervention • Personalised literacy and maths support • Visual timetables • Reading Mats • Coloured overlays • Sloping desks • Orrets Meadow intervention • Speech and Language Therapy • Beanstalk voluntary reading helpers |
| <p>How is the decision made about what type and how much support my child will receive?</p> | <p>The school budget, received from Wirral Borough Council, includes an amount for supporting children with SEND.</p> <p>If a child's needs cannot be met by high quality first teaching, the teacher will discuss possible strategies to address this with the parents and SENDCo. If there is continuing difficulty, a child may be placed on the school's SEND register. A personalised learning plan will be put in place in consultation with the child and parents. This will be reviewed and targets set regularly. If a child's needs cannot be met from the school's designated funding, an application may be made for top-up funding or a request may be made to the LA for an Education, Health and Care Plan (EHCP) for the child.</p> |

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| <p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> | <p>Children's progress is monitored closely and an effective assessment and tracking system is in place. If staff are concerned about a child's progress, parents/carers will be contacted and invited to meet with the class teacher. He or she will offer parents advice on how best to support their child at home.</p> <p>There are three parent consultation meetings with class teachers each year.</p> <p>Parents of children with SEND are invited to reviews with their child's teacher.</p> <p>Termly report cards are provided to parents and annual reports are sent home at the end of the Summer term.</p> <p>If your child has an EHC plan or is in receipt of top-up funding, there will be an annual review with parents.</p> |
| <p>What support will there be for my child's overall wellbeing?</p> | <p>All staff have a duty of care to all children and have regular training in keeping children safe.</p> <p>Each class has curriculum time dedicated to personal, social, health and citizenship (British Values) education including topics of personal health and wellbeing, antibullying and e-safety.</p> <p>The school has a policy for the safe administration of medicines and providing</p> |

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| | <p>personal care. The school has trained first aiders.</p> <p>The school has three Teaching Assistants who support children individually and in small groups. The Teaching Assistants run a “Secret Playground” club to support children at lunch time.</p> <p>The school benefits from a behaviour policy with clear rewards and sanctions.</p> <p>The school promotes “Pupil Voice” and has a school council where the children can express their views and speak on behalf of their peers.</p> <p>The school participates in the Operation Encompass scheme, where the school is informed by the police if there has been any incident of domestic violence. School can then provide suitable support for any children affected.</p> |
| <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>Specialist external services we use when we think extra help is needed:</p> <ul style="list-style-type: none"> • SENAAT (Special Educational Needs Assessment and Advisory Team) • Local Authority NHS Nursing Team • Community Paediatricians • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • ASC (Autism and Social Communication) Team |

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| | <ul style="list-style-type: none"> • CAMHS (Child and Adolescent Mental Health Support) • LA Outreach services • Hearing Support Team • Vision Support Team • MEAS (Minority Ethnic Achievement Service) • Social Workers |
| <p>What training have the staff supporting children and young people with special educational needs and disabilities had or are having?</p> | <ul style="list-style-type: none"> • National Award for SEND Coordination • ADHD • Autism • Dyslexia • Dyscalculia • Safer Handling • Supporting children to manage their behaviour • Supporting children with asthma; epilepsy; diabetes • Epi pen training • Supporting mental health • Supporting children who self-harm • Safer Recruitment • Promoting the Education of Children in Care in the Early Years • Domestic Abuse and Safeguarding children and young people • TAF training • Numicon training |
| <p>How will my child be included in activities outside the classroom</p> | <p>Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of</p> |

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| <p>including school trips?</p> | <p>school. Parents are welcome to discuss any concerns with staff.</p> |
| <p>How accessible is the school environment?</p> | <p>The school has a disabled toilet and a disabled parking space.</p> <p>Where special resources our needed to support children with SEND, they are provided from the school budget or from external funding.</p> <p>Extra-curricular activities are accessible to children with SEND.</p> |
| <p>How will the school prepare and support my child to join the school or transfer to a new setting /school for the next stage of education and life?</p> | <p>Foundation Stage staff visit nursery settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo and, where necessary, an Action for Inclusion meeting will be held with parents and other involved professionals to ensure the appropriate support is put in place for the child.</p> <p>If children change schools during their primary career, every effort is made to ensure there is effective communication with the new school.</p> <p>Transition activities take place in the summer term for Year 6 children transferring to high school. There are enhanced transition arrangements for children with SEND.</p> |

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| | <p>During the summer term, all children visit their new teacher in their new classroom. Enhanced transition arrangements for children with SEND are put in place depending on individual needs.</p> |
| <p>How are parents involved in the school? How can I be involved?</p> | <p>Parents/carers are equal partners in their child’s education. The school has an “open door” policy and parents can easily contact staff where there are concerns.</p> <p>Parents are represented on the Governing Body.</p> <p>Parents/carers are encouraged to help their child with reading and homework.</p> <p>Parent evenings and parent information events provide further opportunities for communication.</p> <p>Parents/carers whose child is receiving support from Orrets Meadow will attend regular review meetings with the relevant teachers.</p> <p>The school sends out newsletters regularly and these are also available on the school website.</p> <p>Where the first language of parents/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required.</p> |

Who can a parent contact for further information?

A parent's first point of contact if they wish to discuss something about their child should be the child's class teacher. If a parent has any concerns about their child's education or wellbeing, they should contact the class teacher.

If a parent/carer is considering whether their child should join the school, they should contact the Head Teacher through the school office.

The School SENDCO is Mrs Rodgers, who can be contacted through the school office.

Parents can access the Local Offer through the link on this website.

The school complaints procedure can be found on the school website or a hard copy can be requested from the school office.