

# **SEND School Information Report**

*(including Frequently Asked Questions)*

All Wirral maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

At St. Alban's Catholic Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter.

We are an inclusive school ensuring the promotion of individuality and progress of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, or social background.

This document is intended to give you information regarding the ways in which we support all of our pupils, including those with Special Educational Needs or Disability in order that they can realise their potential.

We consider a child has special educational needs if he/she has a learning/physical difficulty that requires special educational provision to be made for them. We have specific resources, interventions and needs based plans to support their development and progress.

The information that follows in this report is presented as "Frequently Asked Questions". We hope that this will guide you through the information you need, and other useful documents such as our SEND Policy and details of provision available at St. Alban's are available on the school website.

If you would like any further information about the provision at St Alban's Catholic Primary School please do not hesitate to contact us directly through the School Office.

## **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

### **The SEND Team –**

#### **Mrs A Christensen and Mrs L Lambert**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy along with the Headteacher to make sure all children get a consistent, high quality response to meeting their needs in school.
  - Ensuring 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 all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
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### **Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like adaptive teaching, targeted work, additional support) and letting the SENCOs know as necessary.
  - Writing Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
  - Ensuring that all staff working with your child in school are helped to deliver the adaptive teaching/planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
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### **Headteacher – Mr J McDonald**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
  - The Headteacher will delegate responsibility to the SEND Team and class teachers but is still responsible for ensuring that your child's needs are met.
  - The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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## SEN Governor – \*\*\*\*\*

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Having up to date information to help support the SEND team with planning future provision.

### **What are the different types of support available for children with SEND at St. Alban's?**

#### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Adaptive ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. For example, if a child has ADHD, what strategies might help them in the classroom?
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

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#### **Specific group work within a smaller group of children.**

This group, 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.

#### *Support Plan*

which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

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#### **Specialist groups run by outside agencies e.g. Speech and Language therapy**

### *Additional Support Plan*

which means they have been identified by the class teacher/ SEND Team as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SEND Team (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. SENAAT (Special Educational Needs Assessment and Advisory Team), a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more effectively
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

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### **Specified Individual support**

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher /SEND Team/HT as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASC Outreach Team or Sensory Service (or students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

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

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
- If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with support within school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the Additional Support Plan and also set up a meeting in school to ensure to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SEND Team or Headteacher.
- If you are still not happy you can speak to the school SEND Governor

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

### **How is extra support allocated to children and how do they move between the different levels?**

- The school budget, received from Wirral LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion and Intervention manager discuss all the information they have about SEND in the school and decide what resources/training and support is needed. They will consider:
  - the children getting extra support already
  - the children needing extra support

- the children who have been identified as not making as much progress as would be expected

All resources/training and support are reviewed regularly and changes made as needed.

### **Who are the other people providing services to children with SEND in this school?**

Directly funded by the school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Orrets Meadow Outreach Service
- Additional Educational Psychologist sessions

Paid for centrally by the Local Authority or Health Authority but delivered in school:

- Wirral ASC Team (Autism and Social Communication)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nursing Service
- Education Welfare Officer
- Social Services –Wirral Gateway
- Paediatricians
- Wired/Parent Partnership
- CAMHS (child and adolescent mental health services)
- Minority Ethnic Achievement Service (MEAS)

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

Your child's well-being and emotional health is as important as their academic progress. Teachers use their detailed knowledge of each individual to promote their confidence and self-esteem. Additional support plans are used should there be an additional need.

St Alban's offers a wide variety of pastoral support for pupils who are encountering emotional difficulties, including:

- Teachers and Teaching Assistants are readily available to discuss issues and concerns
- Person Centred Profiles are written with our pupils with social communication difficulties and their parents, to find out more about their views on school and their likes and dislikes. These are shared with adults within school to help them support the child's learning and behaviour in school.
- If a child has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse in consultation with parents/carers and any other relevant agencies.
- Most Teaching Assistants 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.
- The Seasons for Growth programme which may be delivered by a trained facilitator, offers support to children who have undergone significant loss and change in their lives such as bereavement, divorce or separation.
- Drawing and Talking Therapy may be delivered by a trained member of staff supporting children with emotional issues.

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

- The SEND Team's job is to support the class teacher in planning for children with SEND.
- All staff, both teachers and teaching assistants, have received training in mandatory safeguarding, manual handling, fire training, Epilepsy, Asthma, Social Communication Difficulties and Epipen training.
- Different members of staff attend training courses run that are related to SEND including ASC training, Mental Health, First Aid, Speech and Language, Dyslexia, Occupational Therapy and strategies to use within the classroom, Social Emotional and Behaviour Needs.

### **How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and recorded against Age Related Expectations (ARE)
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children are also assessed at the end of F2 and Y1 (Phonics Screening Check).
- Children with a Support/Additional Support Plan will be reviewed with your involvement, termly and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SEND Team will also check that your child is making good progress within any individual work and in any group that they take part in.

### **What support do we have for you as a parent of child with an SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Headteacher /SEND Team are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **How is St. Alban's accessible to children with SEND?**

- The building is accessible to children with physical disability with a lift to the 1<sup>st</sup> floor.
- Availability of a toilet for disabled users and washing and changing facilities.
- Ramp between our outside and indoor learning environment for Foundation stage.
- Wide doors in most areas of the school.
- We ensure that equipment used is accessible to all children regardless of their needs.

- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### **How will my child be included in activities outside the classroom, including school trips?**

We are an inclusive school and so activities and school trips are available to all;

- Risk assessments are carried out and adaptations are put in place to ensure that all children can participate safely.
- Where a child may need a high level of supervision the parent/carer may be asked to accompany their child.

### **How will we support your child when they are joining/ leaving this school or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Support Plans will be shared with the new teacher.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:
  - A member of the SEND Team will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

- Transferring to St Alban's:
  - Meetings will take place between the SENCO of your child's previous school and a member of the Headteacher/SEND team/parents/carers/ and child (if appropriate) before your child transfers.
  - Your child will attend a transition visit(s) where they see their new classroom and meet their new teacher.

### **What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are encouraged to initially speak to the SEND Team, if they are still not satisfied then they should speak to the Headteacher regarding their complaint. If the issue



cannot be resolved or the complaint is regarding the Headteacher, the parent would be directed to the schools complaints procedure.

### **Where is the Local Authority Offer published?**

**[www.localofferwirral.org](http://www.localofferwirral.org)**

The Local Authority SEND offer can be accessed via the Wirral Council Website.

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