



School SEN Information Report (Updated Autumn Term 2023)

Children and Families Bill 2013

- The children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:
- Replacing statements and learning difficulty assessments with a new birth –to-25 Education, Health and Care Plan (EHCP), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' to support.

What is the Local Offer?

Please click on link to take you to local authority's local offer <https://www.sendlowirral.co.uk/>

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Here are some commonly asked questions and how we at Liscard Primary address them.

- 1. How does Liscard Primary School know if children need extra help? We know when pupils need help if:**
 - Concerns are raised by parents/carers, teachers or the child.
 - Limited progress is being made.
 - There is a change in the pupil's behaviour, emotional state or progress.
- 2. What should I do if I think my child may have special educational needs?**
 - The class teacher is the initial point of contact for responding to parental concerns. (Staff are always available to speak to parents at the end of a school day and can also be contacted via class dojo.)
 - If you have further concerns then please contact Mrs Squirrell, SENDCO, via the school office.

3. How will I know how Liscard Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class, reasonable adjustments may be made in order to support a child's needs, more specific interventions or the use of a range of assertive technology and/or programs.
- If a pupil has needs related to more specific needs they may be placed in one of our reduced sized classes with extra adult support in order to provide a more focussed provision.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher and year leader meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential challenges a child is facing in order for further support to be planned for.
- Occasionally a pupil may need more expert support from an outside agency such as the SALT, Paediatrician, ASC team, SENAAT, or outreach services etc. A referral will be made after consultation with parents and forwarded to the most appropriate agency. Meetings between parent/s and teacher or multi-agency meetings may be held, as appropriate, to share all relevant information received. After assessments, a programme of support or advice may be provided to the school and parents/carers.
- Parents can always request access to independent parent support (information can be found on the Wirral Local Offer website and the SEND section of the school website).
- Our school's family support workers are always available to support parents and children, if requested.
- The Governors of Liscard Primary School are responsible for entrusting a named person Anna Dolland to monitor SEN. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review statutory policies as defined by the DfES.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher (as appropriate) to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil/s.
- Flexible teaching groups and approaches to meet the needs of individual pupils are available with reduced class sizes for some if deemed appropriate.
- If a child has been identified as having a special need, they may be given an SEN Support Plan, Social Communication plan (scip) or a Person Centred Plan (PCP). Outcomes will be set according to their area of need. These will be monitored by the class teacher. PCP's and Support Plans and their evaluations will be shared with parents termly.
- Appropriate, specialist equipment may be given to the pupil e.g. sloping boards for writing, concentration cushions, weighted blankets, wobble boards, movement bands, fidget toys, pen/pencils grips, easy to use scissors, specialist seating etc.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- You will receive a copy of your child's support plan and you can request to discuss this further with your child's class teacher.
- We also have an open door policy so you can arrange to speak to your child's class teacher at the end of the school day or contact them via class dojo.

- Appointments can be made with our SENDCO (Rachel Squirrel) by contacting the school office.

6. How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Our SENDCO may meet with you to discuss how to support your child with appropriate strategies.
- Our Family Support Workers may meet you to offer support if there are difficulties with a child's behaviour/emotional needs or indeed any other concerns.
- If outside agencies (SENATT, SALT, ASC Team etc) or the Educational Psychologist have been involved, suggested strategies or programmes of work may be provided, that can also be used to support your child at home.
- A range of workshops and signposting to parental courses (shared on dojo) are offered throughout the school year that you may wish to attend.
- Enrichment clubs have been set up across all year groups to increase progress and achievement within a fun learning environment.
- Technology or programmes may be suggested that you can use at home with your child to support their needs.
- The SEND section on our school website provides advice and information as well as links to organisations that can offer external support and advice.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, TA's and SENDCO who are readily available for pupils who wish to discuss issues and concerns.
- Our lunchtime nurture club is available for those who find lunchtimes a challenge and require a smaller, calmer, more nurturing environment.
- Our family support workers may work with individual children if it is felt this is appropriate or they may work with small groups of children.
- Trained middays, sports and play leaders provide a range of activities to support children during lunch times.
- If a child has a PCP (person centred Plan) then the plan will identify what is important to the child and how best to help them. These plans will be shared with all relevant staff so that they are aware of how best to support an individual child's needs.
- Our SENDCO and Family support workers with the consent of parents, can refer children to CAMHS or our MHST practitioner who attends school weekly.
- Parents can telephone the CAMHS advice line or access the MyMind website (information for this is regularly shared on the school dojo platform and our school website)
- Training for parents has also been provided previously with regards to supporting their children's mental health and well-being. When any new sessions are available they will be advertised on school dojo.
- School buy in a play therapist to work with individuals and/or groups of children.
- Our Family support worker can signpost to outside agencies whom can offer additional support/advice.

8. Pupils with medical needs

- If a pupil has a medical need then a detailed Individual Health Care Plan is compiled with the support of relevant professionals as required and in consultation with

parents/carers. These are then shared with and discussed with all staff who are involved with the pupil.

- When appropriate, school will liaise with other agencies to gain equipment to support an individual child's needs.
- Staff receive annual epi-pen, asthma training and training for other medical needs as required.
- Parents of children with Asthma are asked to complete an asthma information card so all staff involved with the child are fully aware of their needs and to ensure inhalers are given to the class teacher.
- Where necessary and in agreement with parents/carers certain medicines can be administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member (please refer to medical policy for full details or speak to office staff).
- A high percentage of staff have basic first aid training and a number have been paediatric first aid trained.
- School has 2x defibrillator and a number of staff have been trained in their use and 2x Epi Pen emergency kits.
- 2x toilets with disabled access are also available.
- We have a lift to the first floor and an evac chair to use during emergencies.
- Toilets and classrooms are adapted as appropriate to meet a child's medical/physical needs.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist (private and local Authority)
- CAMHS (Child & Adolescent Mental Health Service)
- MHST (Mental Health Support Team)
- EWO (educational Welfare Officers)
- Social Services
- SALT (Speech & Language Therapy both NHS and Talk about Town Private therapists)
- OT (Occupational Therapy)
- Paediatricians
- School Nurse (Parents can request an appointment to meet with the school nurse via their main telephone line.)
- ASC Team (Autism Social and communication Team)
- Hearing/vision Support (Wirral Sensory Service)
- Family Support Workers
- SENAAT (Special Educational Needs Assessment Advice Team)
- Gilbrook Outreach Services
- Elleray Outreach Services
- The early years SEND Team

An Educational Psychologist can be requested via the Local Authority. Psychologist will meet with the parents/staff/SENDco for an initial consultation and will observe/assess the child. He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward or support their individual SEND needs. School also choose to buy additional support from a private Educational Psychologist and the head teacher and SENDco will allocate this time determined by a child's specific needs.

10. What training are the staff supporting children and young people with SEND had or are having?

Staff training has been related to specific areas of SEND and interventions and strategies to support children's needs. Training is provided in response to specific needs as relevant. We have had a positive working relationship with the ADHD Foundation and have received training (many aspects of neurodiversity) and mental health training from them. Staff have also received training from Orretts Meadow Outreach services, Chester University (Trauma informed school), NHS SALT, ASC Team as well as more specific training to meet the medical needs of specific children.

11. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all. The school will make reasonable adjustments to meet each child's individual needs. Please come and talk to us regarding any individual concerns, we are very approachable.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 2x toilets adapted for disabled users.
- Wider doors in some parts of the building.
- A lift in the main building.

13. How will the school prepare and support my child when joining Liscard Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools/nurseries prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school/or when transferring between year groups.
- SENDCO's are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENDCO/Year 6 staff liaise with the SENDCO's from the secondary schools to pass on information regarding SEN pupils and all documentation held by school is copied and sent to the new high school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the school SENDCO, the secondary school SENDCO, parents/carers and where appropriate the pupil.
- Additional meetings can be held where our family support workers can offer support to children/families with regards to transition.
- Our Foundation Stage staff visit Nursery settings to gather all relevant information.
- Our Foundation staff provide open evenings and days to meet with new parents and their children.

14. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources may include deployment of staff or equipment in response to a pupil's specific needs.

15. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher, SENDCO and the Senior Leadership Team.
- Decisions may be based upon termly tracking of pupil progress and/or as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or concerns around their well-being then other interventions will be arranged.
- If a child has an EHCP, IPF or IPFA the support received will be guided by the Local Education Authority Guidance/funding arrangements.

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

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

- Discussion with the class teacher during parent's evenings.
- During discussions with SENDCO's or other professionals as appropriate
- Parents are encouraged to comment on their child's support plans/PCPS or contact the class teacher to share their views.
- Attendance at review meetings.

17. Who can I contact for further information?

- Your first point of contact will be your child's class teacher.
- If you wish to discuss your child's educational needs further, then please contact the school office to arrange a meeting with our SENDCO Mrs Squirrel.
- Arrange a meeting with our schools Family Support workers.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions or if you require any specific information not enclosed in this document. We will always endeavour to help.

Please click on the links below to take you to;

- **Local Authorities Local Offer** <https://www.sendlowirral.co.uk/>

Roles and Responsibilities of the Special Needs Co-ordinator (SENDCO)

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND (in consultation with the head teacher). We liaise with staff to monitor the pupil's progress and plan support for children when progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters please do not hesitate to contact us. There are many SEND terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BESD	Behavioural Emotional & Social difficulties
SEMH	Social Emotional and Mental Health
CAF	Common assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
EAL	English as an Additional Language
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
SCIP	Social and Communication Individual Plan
PCP	Person Centred Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
SALT	Speech & Language Therapy
SEN	Special educational Needs
SEND	Special educational Needs & Disability

SENDCO	Special Educational Needs and Disabilities Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment
ODD	Oppositional defiant disorder
PDD	Pervasive Development Disorder
EHCP	Education Health and Care Plan
IPF	Inclusive Practice Funding
IPFA	Individual Pupil Funding Agreement
SENATT	Special Educational Needs Assessment Team Teacher
ASC Team	Support Team for children with Social and Communication Difficulties.
SLCN	Speech Language and Communication Needs
MHST	Mental Health Support Team