



## **LEASOWE PRIMARY SEND REPORT 2023-24**

Wirral's local offer makes it easier for families to find out about the support that is available for children and young people with SEND or who are disabled. All schools and academies in Wirral are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Wirral's Local Offer of SEND services-

<https://www.sendlowirral.co.uk/>

provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEND Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEND Information.

### **1. What kinds of special educational needs does Leasowe Primary school provide for?**

At Leasowe Primary School, we provide for children of varying needs. This is done through a number of methods depending on the child's needs.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the

LEA.

- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff at Leasowe Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

A child is disabled if they have a physical or mental condition that limits their movements, senses, or activities. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability.

The emotional and behavioural needs of a child may also affect the child's potential to learn. Our school has developed a Behaviour Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour. We have links with behaviour outreach teams and specialists who are available to advise and assist.

Leasowe Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the School's mission statement:

Leasowe Primary School; ***an inclusive community, learning and growing together.***

## **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Needs are identified and tested by the school in different ways. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEND Code of Practice 2014 makes it clear that ‘all teachers are teachers of pupils with special educational needs.’ All teachers at Leasowe Primary School are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against age related standardized scores
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Progression Continuum assessment
- Standardized screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- Multi-agency voice

If you have concerns regarding your child’s progress or in relation to any of the special educational needs areas identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs Coordinator (SENDCO). An action plan will then be put into place to further assess or monitor such concerns.

Depending on the outcome of the investigation, the teacher and SENDCO (if appropriate) will ensure that appropriate provision is made to meet the needs of the child and this may also involve consulting with other agencies e.g. Speech and Language Therapy and school nurse (please see section 14 for a full list of outside agencies and their contact details)

If a child who is new to school already has an identified Special Need then the following steps will be taken:

- Parents must contact the school prior to their child starting to inform staff if their child has additional Needs

- We will contact the child's last school to gain information about their needs and details of support the school needs to provide to ensure a smooth transition
- If the child is involved with outside professionals the SENDCO will also contact them to gain their advice and support prior to them starting

### **3. How will both you and I know how my child/young person is doing?**

#### Monitoring

Leasowe Primary School believes that monitoring pupil progress is crucial in aiding a child's development.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the advice and help of the SENDCO. The SENDCO and teacher will review the approaches adopted. New approaches may include differentiation in class, personalised learning, TA support and small group support where possible.

When a child takes part within small group sessions or intervention groups, their progress will be monitored regularly, to measure the impact which this is having upon the child's learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to the intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered under the 'assess, plan, do, review' cycle.

#### Education Health Care Plans (EHC)

Where concerns remain despite sustained intervention and the class teacher has evidenced their quality first teaching on the graduated approach, the school will consider requesting a Statutory Assessment – applying for an Education Health Care Plan or Pupil Funding Agreement. Parents will be fully consulted at each stage.

Children who need a high level of provision and children with an Education Health care Plan (EHC plan) or Pupil Funding Agreement (PFA) have a detailed provision map outlining the provision and resourcing that they receive. This document will be shared and signed by parents and updated during review meetings.

#### Parent/ teacher meetings

The class teachers will meet with parents to discuss progress at two parent's evenings throughout the year. However, they will also meet with parents more regularly if their child is experiencing barriers to their learning. The regularity of these meetings will depend on the on-going needs of the child and may reduce or stop if the child no longer needs additional intervention or support.

If the child is working significantly below the level of their peers then the class teacher, SENDCO and parents will meet regularly to discuss provision and talk about next steps to improve the progress of their child. The provision for these children follows an Assess, Plan, Do and Review Cycle to ensure that provision and its impact is regularly reviewed.

#### **4. How will school staff support my child/young person?**

Leasowe Primary School understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis.

The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils.

The Class Teacher, along with Teaching Assistant as well as any support staff, are responsible for overseeing and planning the child's education programme and this will be monitored frequently.

Teaching assistants can work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.

Every staff member working with the child will have an important role to play. There is a school governor with key responsibility for SEND, at Leasowe Primary, our link governor is Mrs Sue Euers. School governors are aware of the school's policies and procedures and they are updated where appropriate.

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving.

Staff have been working hard on creating a Person Centred Plans (PCP) for all children with SEND. A PCP captures all the important information about a person on a single sheet of paper under three simple headings; what people appreciate about me, what's important to me and how best to support me. This will allow any member of staff who works with a child with SEND to fully comprehend how best to support that child.

#### **5. How is the decision made about what type and how much support my child/young person will receive?**

Support for children with Special Educational Needs depends on the complexity of their needs. The majority of children have their needs met through excellent targeted teaching known as Wave one Curriculum. However, children who are working significantly below age related expectations may have adjustments made to the curriculum they receive. Interventions delivered will be either at a Wave two, or Wave three level. (Please see waves of intervention document) This may be due to the fact that they have additional funding which is given to the school because they have an Education and Healthcare Plan. It could also be because the school have identified them as being vulnerable and

requiring additional support in order for them to access the curriculum. If your child has an EHC, the type of support and how much support will be decided by Wirral LA under the local offer.

For some children with complex needs, the educational programme that they receive will be contributed to by a range of people e.g. Outside Agencies, SENDCO, Class Teacher, parents, medical professionals. It will then be the responsibility of the class teacher, on the advice of all parties involved, to plan and deliver the curriculum to the child.

In determining the support that the child will receive, Leasowe Primary School will use a range of factors, such as existing diagnosis, results from assessments, National Curriculum levels achieved and any other fundamental influences. For instance, the Class Teacher, Teaching Assistant, the school SENDCO, the school nurse and the Head Teacher. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc.

Parents will be involved at **all** stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Wirral Local authority. Support is monitored regularly and any concerns can be raised with the appropriate staff involved.

### **Resourced Provision**

Leasowe Primary School currently has 4 classes to support pupils with a range of Special Educational Needs in our Resourced provision. These places are allocated by Leasowe Primary School to pupils who have a high level of need and are unable to successfully meet the demands of a full mainstream classroom.

#### **Our Aims**

Pupils in our Resourced Provision are based within a mainstream classroom and learn alongside their peers. They have access to the same opportunities and benefit from the modelling that takes place in a mainstream setting. Our skilled staff work together to provide meaningful and purposeful opportunities that are highly personalised and targeted to meet each pupil's needs. Class sizes are small, no more than twelve pupils per class with one teacher and three-four teaching assistants.

#### **Our provision**

- We provide pupils with a curriculum which is multi-sensory , taking into account their needs and levels of development.
- We provide a variety of learning environments to address the pupils specific needs eg access to sensory resources and weekly karate sessions.
- We offer structure to support the pupils with organising and making sense of their day using visual supports, timetables and Now & Next boards.
- We provide opportunities for pupils to feel included, contribute to and enjoy being part of the classroom, the school and the wider community.

- We have high aspirations for our pupils and aim to provide them with skills that will support them in adulthood through our programme of social and life skills.

## **6. How will my child/young person be included in activities in the classroom, including physical activities and school trips?**

**Leasowe Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.**

If a child with additional needs requests to take part in a trip or club we would try to organise the necessary support for that child to take part. We would always make sure that a risk assessment has been done for all off site visits. Added control measures will be taken on this risk assessment to ensure the safety of children with SEND. For children with significant needs they may require an individual risk assessment.

We try to actively involve parents in trips and events which take place on and off school premises as they give vital support which enables these trips/events to take place.

Arrangements will be made to cater for physical and medical needs in relation to transport, access to medication and support provided during residential trips.

### Behaviour and exclusions

Class teachers follow Leasowe Primary School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs.

At Leasowe we are inclusive and believe in supporting the whole child. We very rarely have to exclude a child due to the extensive social and emotional provision we have in place to support children.

However, if a child is at risk of exclusion both school and the parents work together to put a Pastoral Support Plan in place to bring all agencies involved with the child together to create an action plan of support. The school offers a wealth of social emotional initiatives that can help to equip the child with the self-help skills they need to manage their behaviour and learn to deal with the emotional triggers that influences this behaviour.

The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and those on the SEND register are included within this process.

### Medicines and Personal Care

Children who have an on-going medical need are now given an Individual Healthcare Plan which is completed by both the parents and the class teacher. These will be completed for children with Asthma, allergies and any other medical need which requires medication to be administered or needs special provision/adaptations to the classroom/curriculum.

In addition, we have trained first aid staff on site and certain staff have also undertaken training in the administration of specific medicines, such as epi-pens. Care plans are put in place for children with specific medical needs.

### **7. What specialist services and expertise are available at, or accessed by, the school?**

Leasowe Primary School is able to access a number of specialist services upon demand. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologist.

Below is a list of outside/in-house agencies/professionals from whom we gain advice and guidance in order to meet the variety of additional needs within our school.

Head Teacher- Mrs C. Hill

Sendco – Mrs K. Tyler (Sendco Award 2017)

Talk About Town-Speech and Language therapy Team

Sue Calverly – SEND Manager – Edsential (Special Education Consultant)

Principle Educational Psychologist – Mrs C. O'Connor

Wirral ASC Team

Community Paediatrics

School Nurse

### **What training have the staff supporting children/young people with SEND had?**

Training and CPD is highly regarded at Leasowe Primary School and this is seen as an ongoing process.

There are many CPD opportunities for both teachers and teaching assistants; we recognise that a lot of the interventions are led by teaching assistants and therefore are looking to upskill our teaching assistants so that they can offer expertise teaching in specific areas.

### **8. How accessible is the school environment?**

Leasowe Primary School is 100% wheel chair friendly with all areas being on one level. We have two disabled toilets and a changing facility with a rise and fall bed.

If a child is due to start at Leasowe Primary and has a disability which may restrict their access to the school environment it is important that parents contact us before they are due to start so that we can review the schools accessibility in light of their needs. It is important that we carry out risk assessments/plans with the site manager to ensure the individual's needs are met.

### **9. How are parents and young people themselves involved in the school?**



## Communication

Home-school communication is regarded highly at our school. Appointments can be made with the class teacher/head teacher when required and the school SENDCO is able to meet with parents too, when needed. There are two Parents' Evenings throughout the year, which allows teachers and parents to discuss progress and any issues.

Class teachers, parents and children are involved in transition meetings when they are moving into a new class or have a new teacher in the middle of a school year.

## EHC Plans

If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as providing an opportunity for different professionals and parents to discuss thoughts and ideas.

## Person centred reviews

During annual reviews, children are encouraged to attend, where appropriate, and send invitations to other adults who they wish to attend. The reviews will be taking a more person-centred approach following Helen Sanderson training in September 2015.

## Child evaluations

At Leasowe Primary we encourage all children to evaluate the effectiveness of any interventions used: children complete a child-friendly evaluation form following an intervention where they can openly discuss if they found it fun, effective and if they have any further recommendations.

## Person Centred Plans (PCPs)

Staff have been working hard on creating PCPs for all children with SEND. A PCP captures all the important information about a person on a single sheet of paper under three simple headings; what people appreciate about me, what's important to me and how best to support me. This will allow any member of staff who works with a child with SEND to fully comprehend how best to support that child. The child contributes to the profile greatly and once it has been drafted, it goes home for parents to look at and add any information to if they so wish.

## **10. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Parents are involved during the process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Referrals can be made to:

- SENAT(special educational needs advisory team)
- SALT (speech and language therapy)
- Educational psychologist
- CAMHS (child and adolescent mental health service)
- Occupational therapy
- Community Paediatrics
- Wirral Local Authority Inclusion Team

### **13. Who can I contact for further information?**

If you have concerns regarding your child, the first point of contact should be the class teacher, particularly if it is a query about the provision for your child in the classroom.

If you have any concerns surrounding SEND, the class teacher may refer you to the SENDCO, Mrs Tyler. Contact can be made by phoning the school office or by written communication.

If you feel these issues need to be discussed with the Head Teacher, Mrs C. Hill then again an appointment can be arranged by contacting the school office.

### **14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

#### Children new to Leasowe Primary School

At Leasowe Primary we liaise closely with schools from which we receive children with SEND. The SENDCO will discuss with both the parents and the SENDCO from the child's last school to gather information and build a picture of their needs so that provision can be provided to ensure a smooth transition.

Records and any useful documentation will also be provided by the child's last school so that the SENDCO is aware of outside agency involvement with the child and any medical/health history. This information will also include attainment data so that the receiving class teacher knows the capabilities of the child with SEND.

#### Transition

The SENDCO or Foundation Leader will make contact with any other early years providers on a needs led basis throughout the academic year.

At the beginning of July the SENDCO contacts the SENDCO's at the receiving secondary schools and arranges transition meetings along with the Year Six teacher. These meetings are an opportunity for the receiving school to discuss the needs, current provision and get

any relevant paperwork they will need to keep on file. The SENDCO also arranges additional transition mornings/afternoons so that the pupils can spend some time at their new school getting accustomed to their new surroundings and systems before the summer break.

These additional visits are imperative in reducing anxiety over the summer break and ensuring a smooth transition in September.

As part of the Year 6 PSHE curriculum the children also explore a SEAL unit, 'Growing and Changing,' and discuss their transition to secondary school. They are given the opportunity to ask questions about this move and share any anxieties and worries they may have.

Preparation will be made accordingly by Leasowe Primary School upon entry to the school. Transition meetings are arranged for between Key Stages / secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents.

Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

#### **15. What other support is available?**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Wirral local offer of SEND services site:

<https://www.sendlowirral.co.uk/>