

Woodchurch C.E. Aided Primary School

SEND Information Report



SEND Information Report for Woodchurch CE Aided Primary School

2022/23

SEN Information Report

I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst.' John 6:35

Rooted in the teachings of Jesus, the power of the Holy Spirit and God's love, we continue our Christian history and tradition serving our community.

Seeds of faith are planted, enabling growth as a family and individuals, living life in its fullness; flourishing in the world; walking in the footsteps of Jesus.

'If you have faith as small as a mustard seed... nothing will be impossible for you.'
Matthew 17:20

Welcome to our SEN information report, which is part of the Wirral Local Offer for learners with Special educational Needs (SEN)

The school's vision for children with Special Educational Needs and Disabilities (SEND) is that they play an active part in school life and can learn with their peers to reach their potential. The school will support SEND children in becoming independent learners, who can take responsibility for their learning. The school wants SEND pupils to feel safe both physically and emotionally; an inclusive approach to teaching and learning supports pupils being valued and respected. The school considers all SEND children to have the potential to develop leadership skills at their own level. The school recognises that for some of our SEND pupils they need 'different and additional' provision to support their inclusion.

At Woodchurch CE Primary School we value all members of our school community. Our local offer has been produced with pupils and parents and carers in mind. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Head teacher- Mr Brian McGregor

Special Educational Needs Coordinator (SENCO) – Mrs Stephanie Rushworth

SEN Governor – Rose Edwards

If you have any complaints regarding SEND please follow the procedures on our website.

- **What is the Local Offer?**

The Local Offer provides information and services available in the local area which may support pupils with special educational needs and their families. Parents and pupils are able to access the Local Offer using the link below:

<http://localofferwirral.org/>

- **Who do I speak to if I have concerns about my child's learning?**

Should you have concerns it is important that you follow the following sequences:

- 1) Class Teacher
- 2) SENCO – Mrs Rushworth senco@woodchurch-pri.wirral.sch.uk
- 3) Head Teacher - Mr McGregor headteacher@woodchurch-pri.wirral.sch.uk
- 4) SEND Governor – Rose Edwards

- **What is a special educational need?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 (SEND Code of Practice , 2014).

There are 4 broad categories of special educational need:

- **communication and interaction** – may include Autism Spectrum Disorders, speech and language difficulties
- **cognition and learning** - can include dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.
- **social, emotional and mental health** – may include ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- **sensory and/or physical needs** – could include being visually or hearing impaired or be physically disabled.

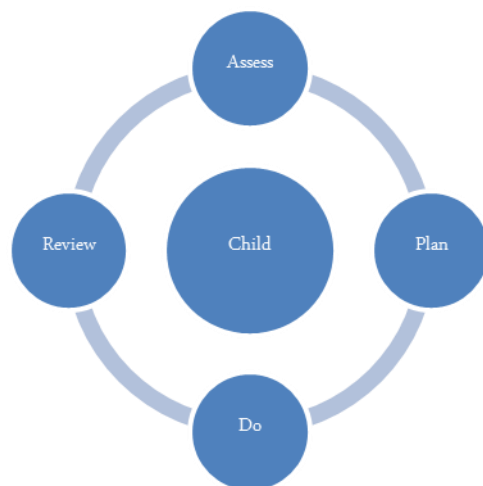
- **How accessible is this school for children with SEND?**

- Our school is fully compliant with DDA requirements.
- There is a disabled toilet and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

- **How do school know if my child has special educational needs?**

The professionals working in school with your child are able to share their concerns with the Special Needs Co-Ordinator (SENCO), Mrs Rushworth, if a pupil is not making the expected level of progress.

At Woodchurch CE we use a cyclical approach to meeting and reviewing the needs of pupils with special educational needs:



This process includes:

- Using the graduated approach to identify and support a special educational need. (see above diagram)
- Additional Support Plan meetings in order to plan appropriate provision and intervention.
- The setting of individual targets with pupils and their families and sharing the impact of support, using individual Additional Support Plans
- Liaison between the SENCO and class teacher with other professionals to determine and facilitate appropriate support.

- Ensuring quality interventions are delivered by the appropriately trained staff.
- Termly pupil progress review meetings with the Head teacher, class teacher and SENCO take place to review progress and appropriateness of provision. This informs provision mapping and the updating or identification of those pupils requiring additional support

- **How is teaching adapted for children with SEND?**

Teaching can be adapted in two main ways:

Through quality first teaching in the classroom, using different strategies to ensure all children have full access to the curriculum and to promote achievement and successes. These can include:

- smaller group work
- additional adult support
- peer mentoring and co-operative learning techniques
- pre-learning opportunities
- responsive interventions
- additional visual prompts, supports and scaffolds
- use of supporting equipment
- through the provision of a range of quality interventions, delivered by teachers and teaching assistants or other specialist professionals from within school or an outside service.

- **How does this school measure progress and how often?**

The class teacher formally monitors progress made by the children in their class on a half-termly basis. This is assessed through Target Tracker and children who are working significantly below will be tracked through their ASP. This also allows teachers to set SMART targets to support small steps of progress.

Each term the Head teacher, SENCO and class teacher meet for pupil progress meetings. These meetings:

- identify progress made by individual pupils and determine whether they are working at an appropriate level for their age and ability
- ensure pupils with SEN have access to the interventions and support they need
- monitor the impact this support is having on the pupil's progress

- help decide what support is needed in the future
- Monitor and review Additional Support Plans to ensure targets are being met and learning is being moved on at a suitable pace.

If a pupil has additional funding, a statement or Education, Health and Care Plan, a person centred review takes place at least once a year. Parents, class teacher, SENCO and other professionals attend and discuss if the child's needs are being met appropriately.

- **What interventions are offered at this school?**

We are constantly renewing and updating this list depending on the good practice shared within our cluster of schools or from learning from research nationally. It is not an exhaustive list will alter in line with the needs of the pupils we teach.

Gilbrook Outreach Programme (Specialist teacher from Gilbrook Primary School will support teachers/TA's, and work with children who have SEMH difficulties)

Mission Maths (improving problem solving and maths skills)

Reactive Response Intervention (Children who have struggled with their learning are identified after each lesson through teacher and self-assessment. They are then given additional time and support in the afternoon to go over the learning, ensuring they understand and are ready to move on).

1:1 reading sessions. (Adult and child reading sessions with a focus on decoding. Comprehension and reading fluency).

Phonics interventions: Personalised to the child's needs using the current scheme Phonics Shed.

Handwriting interventions: Letter join

Reading fluency: To support the progress of children fluency in reading

IDL : Literacy and Numeracy software to improve reading, spelling and Maths using a multi-sensory approach.

Welcomm interventions (A Speech and Language Toolkit for Screening and Intervention in the Early Years. It plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.

Additional Support Plan (Each child will have an Additional Support Plan(ASP) where they have time and support to work on personalised and individual targets)

Personalised Centred Plan (OPP) – outlines key strategies for supporting children with additional behavioural and emotional needs.

SALT Interventions (Children who are under the speech and language team will have programmes of work sent in that will be delivered in school)

Cognitive Behaviour Therapy (Cognitive-behaviour therapy (CBT) helps improve a child's moods, anxiety and behaviour by examining confused or distorted patterns of thinking)

ELSA Interventions: Children who are identified with Social, Emotional and Mental Health difficulties are supported through ELSA intervention. This covers areas such as social skills and friendships, anger management, emotions, anxieties and worries self-esteem.

CAMHS MHST: (Children and parents may be referred in to work with a CAMHS practitioner each week for a fixed period within the school day. This focuses on mild mental health concerns)

- **Do any of the staff have specialist training?**

In addition to the training provided for individual members of staff, it is the role of the SENCO to support all teachers and teaching assistants in their provision for pupils with SEND.

Staff have received the following training:

WELLCOMM

Mission Maths

Socially Speaking

Dyspraxia Training

Multi-sensory teaching

Precision teaching

Time to talk

Orrets Meadow Literacy support (Dyslexia)

Bench Marking /running records.

ELSA intervention training.

Attachment and trauma training

Selective Mutism

Oracy for children with SEND

Sensory Circuits

- **Who are the other people delivering services to the children in this school?**

Other professionals may need to come into school to support your child, or offer advice and guidance to school staff. Here is a list of agencies who visit our school to provide support or work with children.

ASC Team (Autism social communication)

Children's Educational Psychology Team

Speech and Language Therapy services

Children and mental Health Service (CAMHS) -
<http://cwpcamhscentre.mymind.org.uk>

DOVE Bereavement Team

Behaviour Team/ professionals

School Nurse

Paediatric Team

Physical and sensory service team

Vision and Hearing support

SENATT(Special Educational Needs Assessment and Advice Team)

Outreach programmes (Orrets Meadow and Gilbrook)

(Any other agency as the needs of the pupils arise)

Reports provided by other professionals are shared with parents/carers and school. The class teacher or SENCO will discuss with you any information or details of the reports which affects your child's education and provision.

- **What is an Education, Health and Care plan?**

The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

In replacing the statement, it is the new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process

focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

- **How does this school support and share information with the families of children with SEND?**

The class teacher is regularly available to speak to parents and carers at the end of the school day, sharing information about what works well at home or school so that similar strategies can be used.

The class teacher will also arrange a meeting to discuss the Additional Support Plans (ASP's) and independent learning boxes with parents and carers. Ideas are shared about what parents can do to support their child at home.

Activities are given to parents to reinforce and support the children's targets at home.

Parents are welcome to speak to the SENCO about any information or concerns they may have by booking an appointment via the school office.

We also support parents by sign posting them to outside agencies who can offer them support outside of school via Wirral's Family Tool Box.

- **How does this school support the emotional wellbeing of pupils? (anti-bullying policy, learning mentors, inclusion policy, self-esteem building)**

As a Christian school we have a strong caring ethos that supports our policy of inclusive education.

At Woodchurch CE we recognise that some children have extra emotional and social needs that need to be responded to and nurtured. All classes follow the PSHE curriculum to support this development. We also deliver My Happy Mind to all children across the whole school. However, for those children who find aspects of this difficult we offer personalised interventions that meet the individual needs of the child. This includes the delivery of the ELSA programme by trained staff, recommendations from external services such as CAMHS, Educational Psychologist and Gilbrook Outreach Support Team. Programmes include building self-esteem, managing anxiety and cognitive behaviour therapy. We currently work closely with CAMHS and have a Mental Health Practitioner who is based in school once a week to support and delivery specific work to children that have been identified as having a mild to moderate Mental Health difficulty.

As a school we have a robust anti-bullying policy and zero-tolerance to any form of bullying. Alongside this, we teach children about anti bullying through PSHE, circle time and by inviting professionals to deliver workshops/ plays in school to promote positive behaviour to children and parents.

Exclusions

We work hard as a team to avoid all types of exclusion and take this action as a last resort and if we feel it will have a positive impact on the child's behaviour. For more information refer to the school's behaviour and anti-bullying policy and procedures on our website.

- **How will this school support transition into a new class? Or a new school?**

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

If your child is joining our school:

- Pre-school visits are carried out for all children starting in Foundation Stage and visits to school are arranged to aid the settling in process. Home visits may be carried out. This provides opportunity for parents or carers to share important information about any additional needs their child may have through multi agency transition meetings.
- If your child is older, they will be able to visit our school and stay for a taster session, if this is appropriate.

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 needs to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving to another school, then one will be made for them and worked on with the child.

When moving classes in school:

- Information is passed from the existing teacher to the new one during a transition meeting. ASP's, OPP and other documents are shared, as are strategies and support currently in place.
- If appropriate, the ELSA transition unit may be used to support with transition within school for our pupils that find transition and change a challenge in their everyday lives.
- Close liaison with parents

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school during a meeting.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- In addition to the standard number of visits to their new school, additional visits are arranged for pupils with SEND in order to support transition. In some cases, staff from the new school will visit your child at Woodchurch CE Primary School.