



School SEN Information Report **Prenton Primary School 2022**



Children and Families Bill 2014

The Children and Families Bill takes forward the 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 - 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 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?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children with SEN and their families. This easy to understand information will set out what is normally available 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.

Please click on link to take you to your local authority's local offer <http://localofferwirral.org/>

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 Prenton Primary address them.

1. How does Prenton 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 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 the school day.)
- If you have further concerns then contact Mrs Harrison SENDCO, or alternatively Mrs Skates Assistant SENDCO.

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

- Each pupil's education programme will be planned by the class teacher and quality first teaching delivered. It will be differentiated accordingly to suit the pupils' individual needs; this may include additional general support by the teacher.
- If a pupil has needs related to more specific areas of their education such as spelling, handwriting, numeracy and literacy skills etc. Then the pupil may be placed in a small intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCO.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Regular work scrutinies are carried out and work is regularly monitored across year groups in school and across schools.
- Occasionally a pupil may need more expert support from an outside agency such as the SALT, Paediatrician, ASC team, SENAAT etc. A referral will be made after consultation with parents and forwarded to the most appropriate agency. Multi-agency meetings may be held, as appropriate, to share all relevant information. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Parents can always request access to independent parent support.
- The Governors of Prenton Primary School are responsible for entrusting a named person Mrs. Sue Calveley, 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 the accessibility plan and all other 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 to enable the curriculum to be accessed more easily.
- A teaching assistant may be allocated to work with the pupil in a small focused group to target more specific needs.
- Flexible teaching approaches and groups designed to meet the needs of individual pupils.
- If a child has been identified as having a special need, targets will be set according to their area of need. These will be documented in a termly Support Plan. These will be reviewed and parents will receive a copy.
- Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil 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 reviewed Support Plan.
- We have an open door policy so you can arrange to speak to your child's class teacher.
- Appointments can be made with the SENDCO 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.
- The SENDCO may meet with you to discuss how to support your child with strategies.
- If outside agencies or the Educational Psychologist have been involved, helpful suggestions that can be used at home, may be made.

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.
- Members of staff such as the class teacher, teaching assistants and SENDCO are readily available for pupils who wish to discuss issues and concerns.
- We offer lunch club in F2 and KS1 for children who might find these times a challenge and we operate a Games Club in KS2.
- Trained Midday Assistants and Sports Apprentices provide a range of activities to support children during lunch times.

8. Pupils with medical needs

- If a pupil has a medical need, then a detailed Individual Health Care Plan is written based on advice from professionals and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- When appropriate, school will liaise with other agencies to gain equipment to support the plan.
- Prescribed medication (such as Ritalin) for pupils with ADHD can be administered in school if necessary, in agreement with parents/carers.
- Staff receive Epipen, asthma and diabetes training (when required.)
- Training is also given for other medical needs as required.
- All teachers have defibrillator training.
- All teaching assistants have basic first aid training.

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 more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Services
- SALT (Speech & Language Therapy)
- OT (Occupational Therapy)
- Paediatricians
- School Nurse
- ASC (Autism Social Communication Team)
- Hearing/Vision Support (Wirral Sensory Service)
- Family Support Workers
- SENAAT (Special Educational Needs Assessment Advice Team)
- Gilbrook Outreach
- PT (Physiotherapy)
- Caritas
- Mental Health Support Team

An educational psychologist is allocated to each school.

Our current Educational Psychologist is Judith Temlet. She normally works directly with pupils whose learning needs are felt to be quite considerable and have not responded

well to the interventions previously put in place for them. This involvement is generally planned.

The psychologist will generally meet with the parents for an initial consultation. She will offer advice for the school parents/carers on how to best support the pupil in order to take their learning forward.

10. What specialist provision is provided by Prenton Primary School?

- Prenton Primary School have speech and language therapists that come to the school.
- We have an Orrets Meadow trained member of staff and we have Orrets Meadow Outreach Workers.
- A trained child-counsellor from CARITAS working with school.
- The Mental Health Support Team MHST provide support to group of pupils.

11. 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 specific children's needs. Training is provided in response to specific needs as relevant.

12. 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.

13. 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.
- Toilets have been adapted for disabled users.
- Wide doors in some parts of the building.
- A lift in the main building.
- A shower/toilet room.
- A Rise and Fall Bed.

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

Strategies are in place to enable the pupil's transition to be as smooth as possible, including:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend time with their new class teacher.
- Additional visits also arranged for pupils who need extra time in their new school/ or when transferring between year groups.
- SENDCO's are always keen 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's liaise with the SENDCO's from the secondary schools to

pass on information regarding SEN Pupils.

- Where a pupil may have more specialised needs, a separate meeting maybe arranged with the school SENDCO, the secondary school SENDCO, and the 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 Private Nursery settings to gather all relevant information they also welcome Private Nursery staff into school to support pupils during transition.

15. How are the schools 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 dependent on an individual's needs.
- Resources may include deployment of staff or equipment in response to a pupil's specific needs.

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

- These decisions are made in consultation with class teacher, SENDCO and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to pupil's lack of progress or well-being then other interventions will be arranged.
- If a child has an Educational Health Care Plan or an IPFA the support received will be guided by the Local Education Authority Guidance and funding arrangements.
- The Code of Practice identifies the use of a graduated response. Staff Assess, Plan, Do and Review.
- Parents are involved and aspirations taken into account.

17. 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.
- Parents are encouraged to comment on their child's Support Plan.
- Attendance at review meetings.

18. 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 please contact the school office to arrange a meeting with the SENDCO.

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 endeavor to help.

Please click the links below to take you to:

- [Our school SEND policy](#)
- [Local Authority Website](#)

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 provisions made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are

able to give more specialist advice. If you have any concerns regarding SEN matters do not hesitate to contact us. There are many SEN 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
CAF - Common Assessment Framework
CAMHS - Child & Adolescent Mental Health Service
COP - Code of Practise
EAL - English as an Additional Language
EP - Educational Psychologist
EHCP - Education, Health and Care Plan
EWO - Educational Welfare Officer
FSM - Free School Meals
HI - Hearing Impairment
IBP - Individual Behaviour Plan
IEP - Individual Education Plan
KS - Key Stage
LAC - Looked After Child
LEA - Local Education Authority
PT - Physiotherapist
MLD - Moderate Learning Difficulty
OT - Occupational therapist
SALT - Speech & Language Therapy
SEN - Special Educational Needs
SEND - Special Educational Needs & Disability
SENDCO - Special Educational Needs Coordinator
SpLD - Specific Learning Difficulty
VI - Visual Impairment
ODD - Oppositional Defiant Disorder
POD - Pervasive Development Disorder
EHCP - Education Health and Care Plan