



St Paul's Catholic Primary School

SEND Information Report 2024

Introduction:

All schools in Wirral are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, can make the best possible progress at school. Schools are supported to be as inclusive as they can be with the needs of pupils with SEND being met in a mainstream setting wherever possible. The LA Local Offer has been written in response to the Children and Families Bill 2014 which states that LAs and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs aged 0 – 25. The intention of the “Local Offer” is to improve choice and transparency for families as well as being an important resource for parents in understanding the range of services and provision in the local area. The “Local Offer” can be accessed at:

<http://www.localofferwirral.org/>

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

The School SEND Information Report:

At St Paul's we understand that every child is different and therefore their educational needs are different; this is certainly the case for pupils with Special Educational Needs. The thirteen questions below will give you more information about the provision for SEND at St Pauls Catholic Primary School and the support that we can give to your child. Our inclusion manager is **Mrs Shire**. Should you require any further information about our provision, please do not hesitate to contact her at school.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability?

The Inclusion Manager – Mrs Shire

Responsible for:

- Managing the day-to-day operation of the policy
- Co-ordinating the provision for and managing the responses to children's additional needs (Wave 3 support) and those pupils requiring Wave 2 Intervention (catch up programmes)
- Supporting and advising colleagues especially with data protection and confidentiality which will be handled sensitively and respectfully
- Maintaining the schools SEND register
- Contributing to and managing the records (provision maps) of all children with SEND
- Managing the school-based provision and completing documentation required by outside agencies and the Local Authority
- Acting as a link with parents, ensuring they are aware of any SEND provision their child may receive and that they are involved in supporting their child's learning and in its review

- Acting as a link with external agencies and other support agencies
- Monitoring and evaluating the Special Educational Needs provision and reporting to the Senior Leadership Team (SLT) of which they are a member.

Class teacher

Responsible for:

- Tracking the progress of children in order to identify, plan and deliver any additional help a child may need (including targeted work and additional support) and reporting to the Inclusion Manager as necessary.
- Writing Individual Provision Maps, which will be shared and reviewed with parents termly.
- Liaising with all staff working with a child in school (including outside agencies) to ensure the best possible progress for the child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any additional needs.

Headteacher – Mrs Fenna

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Reporting to the Governing Body about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Monitoring and evaluating the SEND provision in school
- Reviewing the schools SEND policy and approach to meeting the needs of pupils with SEND

What are the different types of support available for children with SEND at St Paul's Catholic Primary School?

(a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this means:

- That the teacher has the highest possible expectations for all pupils in their class, including your child.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That a range of strategies are used to support your child in their learning.
- That your child's teacher will have carefully checked on your child's progress and will have decided that there is a gap or gaps in their understanding/learning which needs some extra support to help them make the best possible progress.
- That interventions and specific group work may be used to help your child. This could be in the classroom or in another learning area. It may be led by the Teacher or a Teaching Assistant (TA).

(b) Specialist groups run by other agencies

SEN Code of Practice 2014: School Support (SS). A pupil has been identified by the Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school.

This may include outside agencies or Local Authority central services such as Speech and Language (S & L), Educational Psychology Service (EPS), ASD Outreach Team, Behaviour Support Team or Sensory Service (for pupils with hearing or visual needs)

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child can be supported.

(c) Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).
- Your child will also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team, Behaviour Support 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:

- The school (or you) can request that Local Authority Services 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 request has been made to the "Panel of Professionals" (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 the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place 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, 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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 the class teacher initially.
- If you continue to be concerned that your child is not making progress, you should speak to the Inclusion Manager (Mrs Shire).
- The school SEND Governor can also be contacted for support.

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

- If your child is identified as not making progress, the school will invite you to a meeting to discuss this with you in more detail and to listen to any concerns you may also have.
- At the meeting a plan will be made for any additional support to help your child.
- Any referrals to outside professionals will also be discussed.

How is extra support allocated in school?

- The school budget, received from Wirral LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources 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 SENDCo discuss all the information they have about SEND in the school, including
 - a) children already receiving extra support,
 - b) children needing extra support,
 - c) children who have been identified as not making as much progress as would be expected.

From this information, the deployment of resources/training and support is decided.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly with changes made as needed. This ensures that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEN in this school?

School provision

- Teachers - responsible for teaching SEN groups/individuals within the class.
- Teaching Assistants - working with individual children or small groups.
- Teaching Assistants - support for children with emotional and social difficulties.
- Speech and Language Therapist – assessing and supporting children with communication difficulties

Local Authority Provision delivered in school

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school

- Speech and Language Therapy assessments and programmes are provided.
- School Nurse

- Occupational Therapy
- Physiotherapy
- CAMHs
- MHST
- Meetings with community paediatricians

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

- Part of the Inclusion Manager's role is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on teaching and learning strategies and relevant SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The school employs a Speech and Language Therapist who works directly with children and also offers training to staff.

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.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific pupil targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress for your child in school?

It is important that all children achieve, aspire and progress at St Paul's. Measuring progress is how we record this information.

- Your child's progress will be continually monitored by their class teacher.
- His/her progress will be reviewed formally with the Headteacher and SEND co-ordinator every term in reading, writing and maths.
- 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 the results are published nationally.
- Where necessary, children will have individual targets based on their needs; these will sometimes be set by outside agencies. Progress against these targets will be reviewed regularly and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education invited to attend the meeting.
- The SEND co-ordinator will also monitor your child's progress within any individual work and in any group in which they take part.

- Regular book scrutinies and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of child with 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 that similar strategies can be used.
- The Inclusion Manager is 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 directly, or, where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement at parents evening.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication and develop parental partnerships.

How is the school accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school has a ramp, lift, easy access and double doors.
- There is a disabled toilet on site. • We ensure wherever possible 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. • Members of the Senior Leadership Team administer medication to children during the day if necessary.

How will we support your child when they enter/leave the school or move to another class?

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

If your child is joining us from another school:

- The SEND coordinator/Foundation Stage Leader will visit pre-school settings when appropriate.
- Your child 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 SEND coordinator and ensure he/she knows about any special arrangements or support that needs to be made for your child. If needed, a planning meeting will take place with the new school. 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. Your child's targets will be shared with the new teacher.

Year 6 transition to secondary school:

- The SEND coordinator will discuss the specific needs of your child with the SEND coordinator of their secondary school. Your child will participate in focused learning relating to 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.

How will we support the child's social and emotional development?

We recognise that some children have extra emotional and social needs to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

- All classes follow a structured programme called "Pastoral Care" to support this development.
- For those children who find aspects of this difficult we offer several intervention programmes including Time to Talk, Socially Speaking and Seasons for Growth.
- We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible