



# SEND Information Report

## Reviewed May 2023

### Expectations

For many children their journey through education presents them with opportunities which may not be repeated. We are acutely aware of the need to ensure that each child makes the most of these opportunities. We want to create an environment where they feel confident and secure, which they are happy to come to each day, a place to which they feel they can contribute and where their contribution will be valued.

At Birkdale Primary School we offer a broad and balanced curriculum, setting high expectations. We aspire to meet the needs of all the children in our care through good quality inclusive teaching. When those needs cannot be met additional or different strategies will be put in place. This is when a child will be identified as having special educational needs.

"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

The Code Of Practice 2014 6.12

Birkdale 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.

### **Roles and responsibilities**

All teachers are responsible for the pupils in their class, including those who access additional support.

The Special Needs Coordinator ( SENDCo) works alongside the head teacher and governing body to determine how SEND is developed and additional support is provided for children with SEND.

School leaders regularly review how the expertise and resources are used to address the needs of pupils, and consider how this can be improved.

#### **Who do I talk to if I am worried about my child's progress?**

In the first instance contact the class teacher. You can also speak to the special educational needs co-ordinator ( SENDCo)

Mrs. Nicola Grice: Post graduate certificate in Special Educational needs and Specific Learning Difficulties (Dyslexia) AMBDA

### **Identification**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. We aspire to meet the needs of all our pupils as far as possible through high quality inclusive teaching. When a child is not making expected progress a school intervention programme will be put in place.

If we feel that a child has needs that cannot be met by school intervention we will ask to meet with you to discuss our concerns and acquire your views.

It is important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

**Outside agencies**, including: Educational Psychologist, Sefton Special Educational Needs and Inclusion Service (SSENIIS), Behaviour support (BICS), Speech and Language Therapist (SALT), Occupational Therapist /OT/Physio, Children's Mental Health Services (CAHMS).

We aim to provide for all categories of special educational need. Sometimes we need to seek the support of outside agencies. In this instance you will be informed by the class teacher and your permission will be sought. You will receive a letter detailing the date and time of the visit and you will be invited in to meet with the professional.

### **Types of need**

**Special educational needs and provision can be considered as falling under four broad areas.**

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The identification of a specific type of need is not necessary to put a support plan in place. Equally the identification of a type of need does not automatically call for the implementation of SEN support. Frequently, pupils have needs across categories and schools' priority is to gain a good understanding of how the pupil learns to ensure provision is appropriate, rather than focussing on category of need.

### **High Quality Offer**

At Birkdale Primary school we offer high quality inclusive teaching which is adapted to meet the needs of all the children in our care. We recognise that children do not all learn in the same way. Therefore, we offer a multi-sensory curriculum to cater for all learning preferences. Sometimes reasonable adjustments are made to accommodate the needs of particular groups of children. This might be a particular intervention programme or an adapted task built into the whole class learning objective. We ensure that children are given the same opportunities to learn through making careful adaptations. Therefore, when a particular intervention is needed we ensure that this is timetabled carefully to avoid missing curriculum lessons.

## SEN Support

### **Additional or different:**

The SENDCO in collaboration with the class teacher, subject leads and possible external agencies, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Adaptations to curriculum lessons;
- Implementations of systems to foster independence;
- Deployment of extra staff to work with the pupil;
- Provision of alternative learning materials/ special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies.

## The Graduated Approach

### **Assess (pupil progress and attainment)**

We will gather all the information we have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to high quality teaching approaches throughout the whole school.

A pupil may require careful adaptations to be made to lessons for them to access the curriculum; systems put in place to enable independence; short-term intervention to catch up with age related expectations or accelerate learning. A small minority of children may require extra adult support.

Those pupils who are requiring a greater amount of additional and different support will be identified as having a Special Educational Need or Disability (SEND), the pupil will be placed on the SEND register.

These pupils have a SEND support plan in place which is reviewed termly (in some cases more often) and updated with specific targets to help the pupil make progress. This will follow them throughout their time in school

or for as long as it is required.

### **Plan (pupil target setting)**

A support plan is put together to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

- a) High quality teaching approaches that are effective to enhance pupil's learning
- b) Proven interventions that have been identified to achieve specific targets - and how they will be delivered and monitored
- c) Any focused support from a teaching assistant in class. This will be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his / her class teacher and other pupils
- d) Systems and/ or resources to ensure access to curriculum or environment
- e) Suggestions as to how the parent and/or pupil can contribute to the plan.

### **Do (interventions)**

A support plan will be put in place. Plans for the use of support relate to a clear set of expected outcomes, which include stretching and relevant academic and developmental targets (including targets around social and emotional development).

The class teacher manages the plan and suggested actions. They will be accountable for the outcomes and therefore will discuss with the SENDCO if they feel the pupil is not making anticipated progress, for whatever reason.

The plan is most effective where it reflects the views, wishes and feelings of children and young people and their families. Therefore, support is planned and reviewed by the class teacher, in collaboration with parents, SENDCOs, and, where appropriate, the pupil themselves.

### **Review (reassessment to monitor progress and impact of intervention)**

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

### Further Options

- Where there are ongoing concerns about progress, despite appropriate intervention, we will consider involving specialists to gain a better understanding of the pupil's needs. Parents will always be involved in the decision to involve specialists.
- Request top up funding from the local authority if the cost of support goes beyond the £6,000 threshold that is our responsibility. SENDCOs will need to complete a high needs funding application which shows that the plan is efficient and likely to succeed.

Where, despite having taken relevant and purposeful action to identify, assess and meet a child's SEN, the child has not made anticipated progress, the school or parents will consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. Schools will need to demonstrate that the pupil requires provision that is additional and different from the resources ordinarily available to a mainstream school (including those that can accessed from the local authority).

**Interventions:** Monitored half-termly by the SENDCO, subject leads and phase leads.

#### **English:**

Rapid Writing

Listening Programme

School Start

Help ( 1 and 2)

Reading Improvement Group ( RIG)

Handwriting/fine motor programmes

Little Wandle Rapid Catch Up (phonics)

Solo readers

EAL support (English as an additional language)

Better Reading Partnership

Hickey ( Specialist dyslexia programme)

Motor Skills Work

Beat Dyslexia

Phonic Readers

Nessy

NELI

**Maths**

Rapid Maths  
Numbers and patterns  
Numicon

**Social and Emotional**

Time to Talk  
Socially Speaking  
Becoming Socially Talented  
Social Stories

**Specialist**

Occupational Therapy Programmes  
Speech and Language Programmes  
Adapted VI resources (Visual Impairment)  
Classroom adapted as appropriate (e.g work station)  
One-to-one provision used in accordance to pupil's individual targets  
Use of specialist resources/equipment ( Heathfield Chair, writing slopes, pencil grips, air cushions etc.)  
Reward systems in place to support behaviour management

**Access Arrangements:**

When a pupil is eligible for additional support, school will follow the government guidelines.

**Tracking progress**

- Progress is tracked daily by the class teacher against clear learning objectives.
- Targets are made and shared with pupils and parents. These are monitored daily by the class teacher and reviewed termly with parents (and pupils where appropriate).
- Assessments are carried out after each unit of work and progress is recorded.
- The assessment coordinator tracks progress termly.
- Pupil progress meetings are held in the summer term by the core senior leadership team, governors and the class teacher.

**Transitions**

At Birkdale Primary we provide support for pupils moving between phases of their education so that they can achieve good outcomes.

**New to School:**

- Staff make external visits to nurseries and homes.
- Where concerns are raised, children and their parents are invited to make additional visits to school.

**New School year**

- A transition book may be prepared to familiarise a child with their new classroom, teacher and routines.
- Visits are made to the new classroom and key areas e.g. hall, library.

**High School**

- The SENDCo will meet with the high school SENDCo to discuss pupils' needs.
- All paperwork is passed on to the high school.
- Where appropriate, extra transition days are organised for pupils to become familiar with their new school.

**Building Capacity**

At Birkdale Primary we are fully committed to the professional development of all staff:

- Our SENDCo, Nicola Grice, has the National Award in Special Educational Needs Co-ordination. She also has a specialist teaching qualification for dyslexia and AMBDA which qualifies her to assess children for dyslexia and devise personal teaching programmes where necessary.
- School leaders regularly review expertise within the team to ensure that they have the knowledge and skills required to best support pupils in their class.
- Training is provided in house by subject specialists to fully equip staff to make adaptations to lessons.
- Specialist courses are accessed, when staff are required to work with children with specific needs. E.g. OSSME (Outreach Support Service for Mainstream Education) for ASD (Autistic Spectrum Disorder).



- Outside agencies are consulted where appropriate, and advice is acted upon.
- Specialist speech and language programmes are provided by a qualified speech and language therapist.

### **Quality of Provision**

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's professional development for all teaching and support staff.

In addition to SEND support we regularly review the quality of teaching for all pupils, including those at risk of under achievement.

### **Equal Opportunities**

We have a duty under the **Equality Act 2010**

We do not directly or indirectly discriminate against, harass or victimise disabled children and young people

We will take reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

### **Social, Emotional and Mental Health Development**

Children may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

We have clear processes to support children with social, emotional and mental health needs.

We have a behaviour policy which stipulates how behaviour is managed appropriately. This includes how we manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils

The school learning mentors works with children who are experiencing social and emotional difficulties. A quiet, calm room is set aside where children can talk through any problems. Pupils might be identified for intervention if their behaviour appears to be affecting their work. The mentors are available for any pupil who wishes to talk

We have class assembly time each week where we discuss social and emotional issues with the whole class.

Specific social interventions are provided for children who require additional support.