



SEND Information Report

September 2022

West Kirby Primary School Information Report

Revised September 2022

At West Kirby Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. It follows, therefore, that SEND provision is different for every child and is planned in consultation with the relevant West Kirby Primary staff, the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist.)

The SEND Information Report or 'School Offer' gives you information about how children with Special Educational Needs and Disabilities are supported at West Kirby Primary School. Our offer is underpinned by the school's SEND Policy which can be accessed via our website.

If you have any further questions, please don't hesitate to contact the school either by e-mail or phone. Contact details can be found at the end of this report.

1. How will I be informed if school feels that my child needs extra help and what should I do if I think my child may have special educational needs?

Your child's class teacher will keep you up to date with the progress that your child is making in a variety of ways. This may be done at parent's evening, by telephone, in person before or after school or by arranging a meeting. If your child is not making expected progress and the class teacher feels they need extra help s/he will contact, you to arrange a time to discuss what form that support might take and how you may be able to help your child at home. If you have any concerns about the progress your child is making, or with their health and wellbeing, your first point of contact should be your child's class teacher. If appropriate, your concerns may then be passed on to the school Special Educational Needs & Disabilities Co-ordinator (SENDCo) – Mrs McCann or Headteacher- Mrs Bailey.

Following this, the class teacher may liaise with the SENDCo for further advice and guidance. A meeting may then be arranged with the class teacher and SENDCo to discuss future provision and decide if any supplementary assessments are required.

2. How will my child be supported in school?

Children's learning is supported in a number of different ways in school and the type and level of support is determined by each individual child's needs.

Quality First Teaching

Class teachers have high expectations of all pupils within their class. They regularly monitor pupil progress and adapt their teaching in order to set appropriate levels of challenge, building on what each pupil already knows, can do and understand. They are aware that pupils learn in different ways and take this into account when planning and teaching, providing additional or adapted resources where appropriate. Class teachers also employ specific strategies to support pupils with special educational needs, which may have been suggested by the school SENDCo or other outside agencies involved with the child. Pupil progress meetings are held each term with senior members of staff and the SENDCo. These shared discussions will highlight any support or interventions that may be needed to increase progress and support children to meet their end of year targets.

All pupils with special educational needs have a One Page Profile which is shared with all school staff involved with the child and outlines what is important to them and how they can be best

supported at school. These profiles are written in consultation with the pupil and parents /carers and can also be provided for pupils who have not been identified as having special educational needs but for whom they are thought to be helpful.

Intervention Groups

A range of intervention groups are provided across the school, which offer support for small groups of children with similar needs. These groups are usually run outside the classroom and can be provided by a teacher, or most often, an appropriately trained teaching assistant. The intervention groups in school are varied and may change according to the needs of the children. They cover areas such as phonics, spelling, reading & comprehension, maths, fine & gross motor skills & social skills. Occasionally short-term interventions may be delivered individually rather than in a group for some pupils where it is thought to be appropriate.

Specific Individual Support

Where a child encounters difficulties which are specific to them and cannot be met by the intervention groups alone, a limited amount of 1:1 support is available. This support is usually provided by a teaching assistant working on individual outcomes outlined in an agreed support plan. Individualised support may also be provided in a small group situation where pupils work alongside each other following individualised plans.

If your child has been identified by the class teacher and SENDCo as needing a very high level of individual support, this could lead to a request for the Local Authority to carry out a statutory assessment. This assessment would be carried out in collaboration with school, yourselves as parents and any other outside agencies involved with your child. If, following this assessment the Local Authority agrees that your child requires a very high level of support over and above that which can be provided for from the school budget, an Education Health Care Plan or Individual Pupil Funding Agreement will be issued. This plan will outline the agreed level of support together with the expected outcomes and any strategies and resources which should be put in place. This level of specific, individual support is for children with severe, complex, and lifelong needs and is only pursued once other forms of intervention have been proved to be ineffective.

Local Authority Services and Outside Agencies

At West Kirby Primary School, we have access to a variety of Local Authority services and outside agencies. These include services such as Educational Psychologists, Speech and Language Therapists, Vision support, Hearing support, Special Educational Needs Assessment and Advice Teams (SENAAT), Autism and Social Communication services, as well as our School Nurse. If your child's class teacher, the school SENDCo or the Headteacher feel your child would benefit from the support offered by these services, a referral will be made with your consent.

3. How will the curriculum be matched to my child's needs?

Class teachers at West Kirby Primary plan lessons according to the specific needs of all their pupils. They use a range of multi-sensory and collaborative teaching & learning strategies and provide differentiated activities and learning materials, adapting resources and learning for individuals as required. Pupils make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

The school uses a wide variety of resources to facilitate access to the curriculum, including: Starspell, IDL, Nesy, Numbots, Times Tables Rock Stars & RM Maths computer programs, coloured overlays, enlarged texts, iPad apps and talking tins. It maybe your child needs specialist equipment e.g. writing slopes, pencil grips, adaptive scissors, and these can be provided by school to help your child make progress.

4. How will I know how my child is doing and how will you help me to support my child's learning?

As stated in section 1, your child's class teacher will keep you up to date with the progress that your child is making in a variety of ways. This may be done at parent's evening, by telephone, in person before or after school or by arranging a meeting. Parent's evenings are held in the autumn and spring terms and, by request in the summer term. In addition, all pupils receive termly reports in autumn and spring and an end of year report in the summer term.

If your child has additional Special Educational Needs and/or Disabilities, they will have a School Support Plan or an Additional Support Plan which sets out the desired outcomes for your child and the additional provision and strategies being put in place to achieve them. Copies of these support plans will be sent out to you termly and an opportunity to discuss and/or amend them is offered. Your child's view is valued and is an important part of the process.

If your child has had involvement with any of the outside agencies listed in section 3, the class teacher or SENDCo will contact you to discuss the results and consider any changes in provision that may be needed.

5. What support will there be for my child's overall wellbeing?

Your child's wellbeing and emotional health is a priority at West Kirby Primary. Pupils' views are listened to and their opinions taken seriously. Our school code of conduct promotes respect and kindness towards others, while our behaviour policy is structured around positive reinforcement with a number of initiatives included in order to celebrate success. Teachers plan for the holistic development of each child in their class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual behaviour strategies are used should there be the additional need.

The school offers a wide variety of pastoral support for pupils encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- Direction to support services with outside agencies
- Information on our website detailing where further support can be obtained
- Greasby Pastoral Support Services and Next Step cards to support children either individually or in groups with emotional issues, to promote self-esteem and to develop social skills.
- Person centred planning. In addition to their support plans, all children who are placed on the SEND register have a One Page Profile, written in consultation with the pupil and parents/carers, indicating how best to support them in school. These are shared with all adults involved with the child at school to enable them to consistently support their learning and emotional wellbeing. One Page Profiles may also be written for pupils who are not on the SEND register where it is thought to be helpful.
- Clubs and extra adult supervision at lunchtime to support children who find these situations challenging.
- If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the School Nurse where appropriate, in consultation with parents/carers.
- All our staff have basic first aid training and a number are fully qualified first aiders or paediatric first aiders. In agreement with parents and carers, medicines can be administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member.
- A number of staff are trained in how to use a defibrillator and school now has one on the premises.

- Positive handling is used as a last resort to support a child's behaviour and only when the child is putting themselves or others at risk.

We pride ourselves on how we promote children's wellbeing and emotional health at West Kirby Primary School.

6. What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, emotional and social needs of our children. In addition, the school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Child and Adult Mental health Service (CAMHS)
- Vision and Hearing Support
- Outreach support from specialist schools, e.g. Gilbrook
- Specialist support from Autism Social Communication Team
- Social services – Wirral Gateway
- Social Care Family Support Worker
- Paediatricians – accessed via school nurse and/or GPs
- Local Authority EHCP Team
- Wired/Parent Partnership
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)
- Greasby Pastoral Support Services
- The Family Toolbox

7. What training have the staff supporting children and young people with SEND had or are having?

Members of staff have received training related to SEND which include sessions on:

- Autism
- ADHD
- Social Communication Difficulties
- Speech and Language
- Processing
- Loss and Bereavement
- Dyslexia
- Phonics
- Dyscalculia
- Dyspraxia
- Attachment

- Social & Emotional Needs
- First Aid

Professional Development is ongoing, and our staff receive regular training to support our pupils. In addition, the SENDCo holds the National Award for Special Educational Needs Coordination.

8. How will my child be included in activities outside the classroom including school trips?

At West Kirby Primary we do not offer targeted extra-curricular activities for children with Special Educational Needs and/or Disabilities, but instead, actively aim to ensure that we provide a good range of activities that all our pupils can participate in and enjoy, with adaptations where needed. With regard to school trips, we try to choose venues carefully to enable all children to access these experiences. If we have concerns about a child's ability to participate fully in a school trip, we work closely with parents/carers to ensure the best possible access for their child. We are pleased with the number of pupils with Special Educational Needs and/or Disabilities who participate fully in school trips, residential, extra-curricular clubs, art endeavours, sports teams, and school committees.

9. How accessible is the school environment?

West Kirby Primary School is a single-story building and is fully accessible for children with SEND. The building is light, classrooms have plenty of access, doors are wide, and the site is both safe and secure. There is a fully accessible disabled toilet available in school and an extra wide toilet cubicle in the Foundation Stage unit.

School will also make reasonable adjustments for individual pupils who need extra provision than that which is already in place to make sure that all pupils are involved in every aspect of school life, and that all barriers to learning are removed. In order to do this, school will follow advice given by outside agencies and support services. Examples of adaptations which have been made in school are:

- appropriate seating
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- audio-visual fire alarms
- accessibility apps for iPads and smartboards
- induction loops
- adapted scissors
- writing slopes

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

Prospective parents and children are welcome to look around West Kirby Primary School, by arrangement, to see the provision we offer and to see whether you feel we can meet the needs of your child.

Before starting in Foundation Stage parents/carers are invited to a meeting in the summer term and all children are offered a transition visit with further visits arranged when needed. In addition, all parents/carers are invited for a 1:1 meeting with their child's key person in September just prior to them starting school to provide an opportunity to share any information or concerns.

If your child is transferring from another school and is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and classmates.

Transition to secondary school can be a worrying time for both parents and children so at West Kirby Primary School we arrange additional transition visits where appropriate and talk at length to secondary teachers and /or SENDCo about children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

When children move year groups within school, class teachers always pass on information about pupils to the new teacher and hold meetings to discuss any specific needs. For those pupils who are anxious about the move to a new class, we offer internal transition support, suited to the needs of the child.

11. How are your resources allocated or matched to children's educational needs?

The school budget, allocated by Wirral Local Authority, includes money for supporting pupils with SEND up to a certain level of need. Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCo to manage and monitor the support. How money is spent is decided by the Headteacher in consultation with the SENDCo and school governors. Consideration is given to the number of pupils already receiving additional support, the pupils identified as needing additional support and the specific needs of these pupils. Resources, training & support are allocated accordingly and reviewed regularly with changes being made as needed.

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

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose progress or health requirements indicate that additional support may be required, discussions are held between the class teacher, parents and senior leaders to determine what level of support is appropriate. Often this support continues to be provided from within the class, but it may also be delivered outside the classroom where appropriate. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders and parents supported by outside agency advice when required.

So, for example, if your child was not making expected progress in English, they may begin to use computer programmes such as Starspell and IDL on a daily basis to give regular reading, comprehension and spelling practise. If after 6-8 weeks your child has made no further progress, they may be offered a short-term intervention focusing on phonics in a group, this could be outside of the classroom 2-3 times a week for 20 minutes. If at the end of this time progress is still not being made, individualised support may be suggested which will be informed by additional assessments where appropriate. This would typically involve working on an School Support Plan, 2-3 times a week with a teaching assistant.

13. How can I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher, SENDCo or Headteacher
- Support plan review meetings
- Parents evenings
- Discussions with other professionals
- Secondary transition meetings
- Home Learning and parent workshops

14. How will information about the needs of my child be shared with other staff in the School?

The class teacher, SENDCo or Headteacher will share all relevant information with staff who work with your child. For the wellbeing and safety of your child, all medical information will also be shared with relevant members of staff. Confidentiality is important to us, and the sharing of information will therefore always be done in a professional manner and on a need-to-know basis. Written reports, advice and information about your child will be held centrally by the SENDCo or Headteacher, with copies given to relevant members of staff, when necessary, in line with GDPR regulations.

15. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School books can be used for communication for pupils with 1:1 support. Staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment.

For further information or discussion of SEND concerns or issues please contact the SENDCo or Headteacher via the school office to make an appointment for a mutually convenient time.

SENDCo contact details – Tracey McCann Tel: 0151 625 5561

Email: SENDCO@westkirbyprimaryschool.co.uk

If, after meeting with school staff, you feel your concern still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.

The Local Offer

Further information on a range of issues regarding your child's education and SEND can also be found on the Local Authority website. The Local Offer is an online directory of SEND services that the Local Authority expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

You can access the Local Offer at: <https://localofferwirral.org/>