

**Bidston Avenue Primary School**  
**SEND information Report 2022/2023**



## **Introduction**

All Wirral Council's Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## **What is the Local Offer?**

The LA Local Offer: as a result of the Children and Families Bill 2014 (updated 2015), Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. 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:

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

## **The School SEN Information Report**

This uses the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

## **What can we at Bidston Avenue Primary School offer you if your child has Special Educational Needs?**

At Bidston Avenue Primary School, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs. Please look at the 13 questions below for more information about the SEND Information from Bidston Avenue Primary School and how we can support your child.

### **Q1. Who are the best people to talk to about my child's difficulty?**

#### **The class teacher is responsible for...**

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (**Mrs L Thompson, Inclusion Manager/ SENDCo**) know as necessary.

Writing Pupil Progress targets and Individual Learning Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised teaching and learning for your child as identified on the school's provision map.

Ensuring that the school's SEN Policy is followed in their classroom for all the pupils they teach with any SEN.

**The Special Educational Needs Co-ordinator (Mrs L Thompson) is responsible for:**

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, SENAAT (Special Educational Needs Assessment and Advice Team).
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher (Mr S Brady) is responsible for:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SEND coordinator and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor (Mrs. J. Monty) is responsible for:**

- Making sure that the necessary support is given for any child with SEND who attends the school.

**School contact telephone number: 0151 652 1594**

**Q2 What are the different types of support available in our 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 pupils with SEN.
- 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.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and 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 class room or in another learning area. It may be led by the Teacher or a Teaching Assistant (TA).

**b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

SEN Code of Practice 2014 (updated 2015): School Support (SS)

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASC Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).

- Outside agencies such as the Education Psychology Service (EPS).

### **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 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), 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 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 EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and 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.

### **Q3. How can I let the school know I am concerned about my child?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (**Mrs L Thompson**).
- The school SEN Governor can also be contacted for support.

#### **Q4. How will the school let me know if it has any concerns?**

If your child is identified as not making progress, your child will be put on a Learning Plan. This Learning Plan will indicate the support school will provide for your child in order to support their needs. These Learning Plans will be shared with you, usually through a meeting or during Parent's Evening. During this meeting, we will discuss the Learning Plan 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.

#### **Q5. How is extra support allocated in school?**

The school budget, received from Wirral LA, includes money for supporting children with SEN. 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. the children getting extra support already,
- b. the children needing extra support,
- c. the children who have been identified as not making as much progress as would be expected.
- d. From this information, they decide what resources/training and support is needed.

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

#### **Q6. How are other people providing support in school?**

##### **School provision**

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.
- ICT is used to support pupils in the form of writing, spelling and maths programmes.
- Teaching Assistants offer support for children with emotional and social development.

We have access to a wide range of professionals and outside agencies which we can consult regarding meeting children's needs and supporting families. If we feel that referral to an outside agency would be beneficial for your child, we shall contact you to discuss this.

We can refer children to:

- Educational Psychologist (EP) Melissa Carey (Local Authority) and Beth Sheldrake (Private EP)
- Integrated Response Pathway for access to the Wirral EP Team and Outreach Support from Gilbrook
- Specialist Support from Autism Social Communication Team (ASC Team)
- Social Care
- Minority Ethnic Achievement Service (MEAS)
- Wirral Autistic Society
- Wired/Parent Partnership
- Special Educational Needs Assessment Advice Team (SENAAT)
- Speech and Language Therapy
- Occupational Therapy
- School Nurse/Paediatrician/Health Visitor via the 0-19 Team
- Child and Adult Mental Health Service (CAMHS)
- Vision and Hearing Support
- Early Years SEND Team

- Talk About Town (Speech and Language Therapy)
- Physiotherapy

### **Q7. How are teachers helped and what training do they have?**

Part of the Special Educational Needs Coordinator's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN. This includes whole school training on teaching and learning strategies and relevant SEN 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.

### **Q8. How will the teaching be adapted?**

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.

### **Q9. How will we measure progress?**

- Your child's progress will be continually monitored by their class teacher.
- His/her progress will be reviewed formally with the Headteacher and SEND coordinator 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 an 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 coordinator will also check that your child is making good progress within any individual work and in any group that they take part in.

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.

### **Q10. What support do we have for parents?**

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.

- SEND coordinator 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 with the person involved directly, or, where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### **11. How is the school accessible for SEND children?**

- The school is fully compliant with DDA requirements.
- The school has a ramp, easy access and double doors.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets 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 SEN.
- Extra-curricular activities are accessible for children with SEN.

### **Q12. How will we support your child when they enter the school move classes and or leave the school?**

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. We may put in place a more enhanced transition if necessary.

#### **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.
- Your child's SEN file will be sent to us, and Mrs L Thompson (SENDCo) will usually have a telephone meeting with the SENDCo from your previous school so that we can try and make the transition as smooth as possible.

#### **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.

#### **In Year 6:**

The SEND coordinator will discuss the specific needs of your child with the SEND coordinator of the child's 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 in Bidston Avenue.

### **Q13. How will we support the child's social and emotional development?**

We recognise that some children have extra emotional and social needs that need 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 1Decision to support this development and we also use Second Steps to complement this programme. However, for those children who find aspects of this difficult we offer several intervention programmes including Time to Talk, Socially Speaking, Seasons for Growth and

an ELSA Anxiety programme. We also provide our children with access to our Place2Be counselling service.

Most of all, we want ALL children at Bidston Avenue to feel happy, safe, secure and well supported in a positive, caring, inclusive environment.