

# **BIDSTON VILLAGE C of E PRIMARY SCHOOL**



## **Special Educational Needs and Disability Information Report (2022)**

*"Love Faith, Love People, Love Learning"*

Produced January 2022

J Shires / V Fallon, SENDCOs

L. Hazeldine, Headteacher

## Introduction

At Bidston Village CofE Primary School, we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow. We have high expectations for all children in our school and aim to achieve these through the removal of barriers to learning and participation in high quality inclusive teaching. A fundamental part of our approach to special educational needs and disabilities is parental choice and pupils rights. We aim to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school. At Bidston Village CE Primary School, we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. We pride ourselves on our inclusivity, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. Please refer to our SEND policy, which outlines the purpose, nature and management of special educational needs within our school.

This SEN Information Report details how our school identifies our children's different educational and behavioural needs and our provision and support for children with special educational needs.

SENDCOs: Mrs Jane Shires / Mrs Vicki Fallon

SEN Governor: Miss Claire Gartland

Contact Details: [schooloffice@bidstonvillage.wirral.sch.uk](mailto:schooloffice@bidstonvillage.wirral.sch.uk)

(0151) 652 0673

## Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that:

'A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally is available to pupils of the same age.' Such provision would include any that is required over and above what is already available to every child and may arise because:

A child of compulsory school age or a young person:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

### What is the Local Authority Local Offer?

- 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.

The Wirral Local offer can be viewed at <http://www.localofferwirral.org/>

### What kinds of special educational needs might the children at Bidston Village CE Primary School have?

The Code of Practice (2015) describes special Educational Provision as falling within four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for children with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can affect how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

### **The Class Teacher**

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 (SENDCOs) know as necessary.
- Writing a Person Centred Plan (PCP) for your child that outlines their talents, interests and strengths as well as areas of need and suitable strategies that should be used to help them progress in consultation with the SENDCOs where appropriate.
- Ensuring that your views, aspirations for and understanding of your child as parents and carers are included within your child's PCP and are updated regularly.
- Sharing and reviewing your child's PCP with you as parents and carers termly and planning for the next term.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that teaching assistants (TAs) provide for your child
- Ensuring that you are involved in supporting your child's learning.

## **SENDCOs**

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- 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.
- Ensuring that you as parents and carers are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - 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 Therapy, Educational Psychology, ASC Team, Occupational Therapists and other medical professionals.
- Coordinating the production and review of an Additional Support (AS) Plan for your child, in consultation with the Class Teacher and external agencies involved, outlining specific details of the complex level of Additional Support they receive if required.
- Updating the school's SEN and Medical registers and making sure that records of your child's progress and needs are kept, reviewed and updated on a regular basis.

## **The Head Teacher**

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 SENDCOs 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**

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- Support the review of the SEND policy

### How are children with Special Educational Needs identified and assessed?

At Bidston Village CE Primary School children are identified as having SEND in a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information such as academic achievement and rate of progress in comparison with age related expectations
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENDCOs or external agencies such as the Special Educational Needs Assessment and Advisory Team (SENAAT) where concerns are raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

### What are the different types of support available for children with SEND in our school?

**Quality First Teaching; targeted classroom teaching and quick impact intervention (Qii).**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.

- That different teaching methods are in place, so that your child is fully involved in learning in class. This may involve things like practical tasks, concrete resources that can be manipulated and visual tools.
- That specific strategies (which may be suggested by the SENDCOs) are in place to support your child to learn.
- Regular monitoring of your child's progress so that any gaps in their understanding can be quickly addressed via opportunities to talk through errors at the end of a task, before beginning the next.
- The provision of specific group work by the class teacher when they need some extra support to fill larger gaps in their understanding and help them make the best possible progress.

### **Specific group work**

This will take the form of a specific intervention programme, which may:

- Take place in the classroom or a group room/ area.
- Be facilitated by a teacher or a teaching assistant (TA).

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

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

- Local Authority services, such as specialist teachers (eg from Orrets Meadow and Gilbrook outreach services)
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Educational Psychology Service

### **What could happen?**

- You will 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 you and the school to understand your child's particular needs better and be able to support them more effectively in school.

- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **Specific Individual support**

#### Additional Support (AS) Plan

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. In order to support these children, the school will require the continued guidance and support of specialist professionals such as those listed above. An AS plan will be written by the class teacher in consultation with the SENDCOs and other professionals and will set out the specific needs of each child and the strategies that school will use to help address these needs and will provide opportunities for regular progress reviews.

#### Pupil Funding Agreement

This type of support is available for children who have a disability, which is a significant barrier to their learning. The Local Authority can also provide Element 3 Funding in certain circumstances without an EHC assessment. These enhanced funding arrangements are currently known as "Individual Pupil Funding Arrangements"

#### Education, Health and Care Plan (EHCP)

This type of support is available for children whose learning needs are significant, complex and long term. This is usually provided via an Education, Health and Care Plan (EHCP) for children who have been identified by professionals as needing a particularly high level of individual or small-group teaching when specific levels of targeted support outlined in an AS plan are not sufficient to best meet their complex, long term needs.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care 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 require 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 as outlined in their AS plan and to continue to monitor their progress in this way.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and long term. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current support as outlined in their AS plan and to continue to monitor their progress in this way.
- The EHCP will outline the amount of funding the school will receive from the LA to support your child. It will also outline 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. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

### How can I let the school know that I am concerned about my child's progress in school?

- 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 should speak to the SENDCOs
- The school SEN Governor can also be contacted for support.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside agencies or specialist professionals to support your child.

### How is extra support allocated to children, and how do they progress in their learning?

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 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.

### Who are the other people providing services to children with SEND in our school?

#### **School provision**

- Two specialist SEN teachers work within our Key Stage 1 and Key Stage 2 Educational Inclusion Bases (EIBs) for pupils with EHCPs for moderate learning difficulties. From time to time, when places are available, some of our mainstream SEND pupils are able to access some intensive support within the base on a short-term basis.
- Teaching Assistants working with either individual children or small groups.

- The SENDCOs coordinate the provision of specialist social communication interventions.
- Teaching Assistants offering support for children with emotional and social development during lesson times, at lunchtimes and playtimes
- Two trained Teaching Assistants identified as ELSA (Emotional Literacy Support Assistant) who deliver a very individual targeted support programme
- Our Family Liaison Officer offers support to parents and carers in understanding and addressing their child's needs as well as coordinating support and advice regarding wider family issues

#### **Local Authority Provision delivered in school**

- Specialist Teaching Team- Orrets Meadow Outreach (dyslexia support)
- Gilbrook Outreach (Social / Emotional support)
- SENAAT (specialist assessment and advice)
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- ASC Team Support
- Wirral SEND Partnership
- SALT (Speech and Language Therapy)
- Educational Support for Children who are Looked After
- Family Support Workers to support wider needs of families

#### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school delivered by Talk About Town
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health Service)
- Paediatrics (Community Child Health)

### How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCOs are very experienced in planning for and teaching children with a wide variety of Special Educational Needs. Their role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Condition (ASC) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Some TAs are WELCOMM trained, which means that they can deliver specific speech and language related targets to children.
- Some members of staff have basic training in Autistic Spectrums Conditions or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes growth mindset, social stories, emotional resilience, developing social skills and supporting transitions.
- Some staff members are trained specifically in de-escalation strategies for children with social communication difficulties and positive handling techniques where appropriate.

### How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning 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 and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

### How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress in reading, writing and numeracy will be reviewed formally with members of the senior leadership team every term via pupil progress meetings.
- If your child is in Year 1 or above and working below Stage 1, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail - breaking learning down into smaller steps.
- In June of Year 1 the children undertake a phonic screening test.
- 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 are the results that are published nationally.
- Where necessary, children will have an Additional Support Plan based on targets agreed by teachers, parents, the SENDCOs and/ or external agencies, which is specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The SENDCOs 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 members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- For all children with an Education, Health and Care Plan, or Pupil Funding Agreement, a formal, annual review will take place with all adults and relevant professionals involved with the child to review their progress and the suitability of the current level of support they are receiving.

### What support do we have for you as a parent of a 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.

- SENDCOs are 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 Centred Plans will be reviewed with your involvement every term.
- It is possible to access parent support at school via our Family Liaison Officer who provides opportunities for outside speakers to come and give information and training to parents and can also refer you to other agencies and support groups that are locally available. Please contact the school's Family Liaison Officer, Bev Cowley, if you are interested in accessing support.
- A number of courses for parents are run throughout the year eg, Child mental health, Nurture Programme etc
- Wirral SEND Partnership is available to give further impartial advice and support should you need it.

#### How is Bidston Village CE Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Before and After-school provision (SY4C) is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- Quiet areas and calming zones are provided for children who need a space to support their emotional needs.

#### How will we support your child when they are joining the school, leaving the school or moving to another class?

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

If your child is joining us from another school:

- The SENDCOs from the two schools will liaise to discuss the needs of the child and disseminate information to the new teacher
- If your child would be helped by a book/passport to support them in moving on, then one will be made for them with information about their current placement and their new school.
- Transition visits are welcomed.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCOs and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCOs from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them

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.
- Support Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCOs and class teacher will discuss the specific needs of your child with the SENDCO of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCO from the new 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 this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

### How will we support your child's emotional and social 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 struggling to communicate effectively.

All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum, *Jigsaw*, to support this development. However, for those children who find aspects of this difficult we offer:

- A lunchtime pool/ computer club for children to learn how to co-operate with one another in a small group in both KS1 and KS2.
- Two Emotional Literacy Support Assistants (ELSA) deliver targeted support
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of *Jigsaw* and *Time to Talk* for younger children. Programmes called *Socially Speaking* and *Seasons for Growth* are used with small groups of children in Key Stage 2. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups, which all children are, invited to join.
- Lunchtime and playtime support through a variety of planned activities and groups.
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction.
- 1:1 support with our Learning Mentor if required.

### How is Bidston Village CE Primary School accessible to children with a disability?

- The school is on one level with no steps, there is a gentle slope connecting two buildings.
- Where needed there are ramps with railings for wheelchair access, making all areas accessible.
- There are two disabled toilets.
- Classrooms are arranged to allow for manoeuvrability.
- There are fire exits in every room.

### How do we prevent disabled pupils from being treated less favourably than other pupils?

Bidston Village CE is a Rights Respecting school, this means that children are taught to respect the rights of others and embrace each other's individuality and differences and the Unicef 'Rights of a Child' are included through all teaching and learning opportunities. Our school mission statement outlines our ethos where "everyone feels valued, respected, safe and happy.'

### Accessibility

Details of how we comply with the public sector equality duty, accessibility plan can be found in our Accessibility Plan 2017, which is also available from school.

### Equality and Diversity

Details of our equality objectives are outlined in our Equality and Diversity policy, which is available from school.

### Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the

results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the *Chair of Governors*. A copy of the school's *Complaints Procedure* is available on request from the school.