



Special Educational Needs and Disability (SEND) **Information Report 2022-2023**

Introduction

Under the Children and Families Act which became law in 2014, schools are required to publish, and keep under review, information about services that they offer for children and young people with Disabilities and Special Educational Needs aged 0-25. The intention of this 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 both school and the local area.

The Local Authority has a duty to provide some services. This is called the **Local Offer**. You can access the Local Offer at: <https://localofferwirral.org/>

The School SEND Information Report

Overchurch Infant School will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school. This ensures we develop and maintain a range of flexible resources to meet the needs of all our children.

Our school provision and policy for SEND pupils is detailed below and links to the LA Local Offer.

As detailed in 'Special Educational Needs and Disability Code of Practice: 0-25 years' (January 2015):

Children are provided with support based on 4 areas of need;

- **Cognition & learning**
- **Communication & Interaction**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

At Overchurch Infant School we will support your child in many ways in order for them to maximise their potential.

The questions below will provide you with more information about our specific SEND provision.

Q1. What are the different types of support available for children with Special Educational Needs and/or Disability (SEND) at Overchurch Infant School?

This really depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas as defined in the SEND Code of Practice 2015. At Overchurch we have a 3 tiered approach to supporting a child's learning.

- **Universal (Wave 1)** – this is the Quality First Teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs. Staff regularly review this practice to ensure it is best support all children.
- **Targeted (Wave 2)** – it may be appropriate to consider making additional short term special educational provision to remove or reduce and obstacles to your child's learning.

This takes the form of a graduated four part approach of:

- a) assessing your child's needs
 - b) planning the most effective and appropriate intervention
 - c) providing this intervention
 - d) reviewing the impact on your child's progress towards individual learning outcomes.
- Specific targeted one to one or small group interventions may be run outside the classroom. These will be for a limited number of weeks to minimise disruption to the regular curriculum. You will be informed of your child's progress towards learning outcomes.

- **Specialist (Wave 3)** – it may be necessary to seek professional advice and regular long term support form a specialist professional outside the school in order to plan for the best possible learning outcome for your child. This may include an educational psychologist or speech and language development service. School may need to prioritise referrals to these services and for a very small number of pupils, access to these specialists may be through an EHC plan.

For further clarification and detail about our provision see appendix 1 below or the SEND Policy

Q2. What should I do if I think my child may have Special Educational Needs?

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 Inclusion Leader (Mr Newman).

The school SEND Governor (Mr Larsen) can also be contacted for support.

Q3. How does Overchurch Infant School know if children need extra help?

We know when pupils need help if:

- **concerns are raised by parents/carers, teachers, teaching assistants, or the pupil's previous school or setting**
- **there is lack of progress**
- **there is a change in the pupil's behaviour**
- **a pupil asks for help**

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

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 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 are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. 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 money is used to provide additional support or resources dependent on an individual's needs.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

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

Q6. Who are the other people providing services to children with SEND in this school?

School Provision:

- Dependent on needs, we currently run the following intervention programmes; 5 Minute box, Multisensory Phonic support, Mission Maths, Time to Talk, Precision Teaching, Wellcomm, Speech Therapy, and Nessy, SAFMEDs, Lego Therapy, Active Group.
- Teaching Assistants are used to facilitate both individual and small group work.
- Teaching Assistants offer support for children with social, emotional and mental health development.
- Independent Speech and Language Therapy Service through the NHS service.
- Technology, such as i-Pads and Clicker, is used creatively to support pupils.

Local Authority Provision delivered in school:

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

- Gilbrook Outreach for Social, Emotional and Behavioural needs.

Health Provision delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Services (**CAMHS**) or Mental Health Support Team (MHST)
- Meetings with community paediatricians
- Speech and Language Therapy assessments and programmes

Q7. How can I find out about how well my child is doing?

Children's needs are best met through high quality teaching that takes account of the needs of each child. Where necessary, an individual programme of support and intervention target plan for your child will be drawn up by the school. It is important that you take part in this process, since you know your child best. You may be asked by your child's teacher to contribute towards a PCP or Personal Centered Plan, to help share more detail about their particular likes and dislikes, how to make them happy and best ways to support them. Some pupils may have an APDR (Assess, Plan, Do, Review) Plan, which may include input from external agencies and services, detailing specific targets which will be reviewed regularly.

- Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.
- Annual reports and parents evenings per year provide opportunities to discuss your child's progress.
- Pupils with additional needs or other circumstances that make them vulnerable to under achievement are closely monitored by the SENCO. Children who are on the SEND register will have APDR targets. These are reviewed and you will be invited to meet with the Mr. Newman (SENCO) or class teacher at least 3 times a year to discuss your child's progress. Appointments can be made to see either the Class teacher or Mr. Newman (SENCO), who will be happy to meet with you.

Q8. How accessible is the school environment?

The school is situated on one level. It is a wheelchair friendly site and we constantly monitor the physical environment making appropriate modifications as and when necessary.

Q9. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

Q10. How will the school prepare and support my child when joining Overchurch Infants School or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is undertaken with great thought and care. In order to enable pupils' transition to be as smooth as possible we use the following strategies:

- The SENCO/Foundation Stage Leader, where appropriate, will visit the nursery feeder schools.
- Your child will be able to visit our school and stay for a taster session if this is appropriate.
- Year 2 pupils attend enhanced transition sessions where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mr Newman (SENCO) is always willing to meet parents/carers prior to their child joining the school.
- Mr Newman meets the SENCO from Overchurch Junior School at transition to pass on information regarding SEND pupils.

If your child is moving 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 ensure that all records about your child are passed on as soon as possible.

Who can I contact for further information?

If your child has special educational needs and you wish for further information, help or to become more involved in their learning with us, do not hesitate to contact Mr Newman (SENCO) via the school office. Similarly, if you still have a question or want to look round, we would love to hear from you.

We hope this information gives you a picture of what we can offer and reassures you that the needs of all our children are continually reviewed and plans for their learning needs are regularly evaluated for effectiveness.

Appendix 1: Further detail about our specific school provision

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

For your child this means:

- That the teacher has the highest expectations for all pupils in their class, including your child.
- Staff know the profile of their class and the children's individual needs and learning activities are planned to match these.
- 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.
- A range of teaching methods are in place, so that your child is fully involved in learning in class
- All staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- Following assessments, small group interventions are run to encourage peer learning e.g. Wellcomm, and Time to Talk social groups.
- In some instances it will be necessary to support children on an individual basis, for example speech therapy programmes and multi-sensory teaching.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Classes are well resourced and for children with additional needs specialised equipment such as writing slopes, coloured overlays and workstations are provided.

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

SEND Code of Practice 2015: School Support (SS)

This means a pupil has been identified by the SENCO/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 ASC Outreach team, Gilbrook Behavioural Support team or SENAAT (Special educational needs, assessment and advisory team) Education Psychology Service (EPS).

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 advice 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 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.

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 ASC Outreach team or Gilbrook Behavioural Support.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

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. All the background information from school, other professionals involved and you as parents are presented to a panel of professionals who 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 the current support.

If the panel of professionals decide your child's needs are severe, complex and lifelong they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the 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, 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.

d. Resources available for children with disabilities and/or medical needs

- Our school has toilets with disabled access, changing facilities and ramps.
- When necessary Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.
- The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health Care plans for children. In school we have a medical room for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office and classrooms as appropriate. There is a team of staff who are first aid trained; we are able to administer medicines to children as directed by parents/carers.

e. Additional interventions for social and emotional support

- Lunch and playtimes are staffed to ensure safe adult:child ratios. There is a range of equipment available and different activities are led by staff and a children's team of buddies. Specific interventions for children with additional

needs include having a named member of staff for support and being guided to specific areas or activities.

- We enlist the advice of the Behaviour Support Team when necessary.
- Positive behaviour plans are drawn up to support individual pupils and all members of staff working with the child are made aware of them.
- Achievement and success is regularly celebrated, for example with certificates during Celebration assembly. This success is communicated to parents on a regular basis.

f. After school clubs/Trips

- All after school clubs are run by outside providers and they will risk assess whether provision is suitable for individual children.
- Depending on need, parents may at times be asked to accompany pupils on trips to ensure pupil safety.