

Special Educational Needs (SEND) Information

At Greasby Junior School we strive to support **all** of our children to enable them to achieve at school.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Quality teaching is vital; however some children have barriers to learning that mean they have special educational needs and require particular further action by the school.

Management of SEND within School

The Special Educational Needs Coordinator (SENCO) is Mrs Louise Mullineux-Clay.

In our school, the SENCO:

- manages the day-to-day operation of the SEN policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

All of our school staff have a responsibility for pupils with SEND. All of our teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards those pupils. Teaching Assistants also play a major role in the support of pupils with SEND.

If you have any concerns regarding SEND matters then please do not hesitate to contact
the SENCO, or the Headteacher.

What is the school offer?

'School Information Regulations' require schools to provide information on Special Educational Needs and Disability (SEND). On the Wirral Local Authority website this is called 'The Local Offer' (www.localoffer.wirral.org) and through this each school will identify all information related to special educational needs and disabilities in their school.

Fourteen questions have been devised in consultation with the Parent Family Forum and other agencies which reflect their concerns and interests. These will be answered by schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are Greasby Junior School's responses to these questions:

How does Greasby Junior School know if children need extra help and what should I do if I think my child may have special educational needs?

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for **all** our children.

We also take into account any information we receive from Greasby Infant School. Or, if a child is new to the area, his/her previous school.

All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with each Year Leader and the school assessment leader using whole school tracking data as an early identification indicator.

The class teacher and the SENCO also assess and monitor the children's progress in line with existing school practices. This is an ongoing process. We also use a number of additional indicators of special educational needs:

- the analysis of data including SATs, Non Verbal Reasoning scores , reading ages;
- the completion of Assessment of Need forms;
- following up parental concerns;
- tracking individual pupil progress over time;
- liaison with infant feeder schools on transfer;
- information from previous schools;
- information and assessment from other services.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. Parents will be kept informed throughout.

The class teacher is the first point of contact for parents who think their child has developed additional needs. Following this the class teacher may liaise with the SENCO for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

How will Greasby Junior School staff support my child?

If our assessments show that a child has difficulty with their learning, we use a range of strategies that make full use of all available classroom and school resources.

We will record, in an Intervention Plan, the strategies used to support the child. The Intervention Plan will show the child's needs, the short-term outcomes set for the child, and the intervention strategies to be used. It will also indicate the planned provision and the date for the plan to be reviewed. In most cases, this review will take place once a term. Copies of these intervention plans are sent home.

The school offers many different forms of additional provision. This can include:

- additional in-class support;
- additional out-of-class support;
- one-to-one support;
- flexible groupings (including small group work);
- access to specific resources; mentoring; counselling; access to a wide range of outside agencies(see page 8).

Additional provision is overseen by the school's SENCO and is designed and implemented by an excellent team of teachers, supported by a highly experienced group of teaching assistants. As with individual targets, the most important point is that additional provision depends on the needs of the child. Examples of intervention groups are;

- social stories,
- fine motor skills,
- co-ordination,
- memory, speech and language programmes.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). Once again the most important point is this: targets depend on the needs of the child.

Multisensory programmes of study are delivered to specifically identified children daily, with an emphasis of phonics and basic skills.

Each class teacher plans for all the pupils in his/her class, differentiating accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, in groups, or on a 1:1 basis by both the class teacher and the teaching assistants.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made, **with your consent**.

The Governors at Greasby Junior School are responsible for overseeing all procedures in school and make regular visits to do so.

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

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Intervention Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

In addition, all Greasby Junior School pupils benefit from:

- a range of teaching and learning styles;
- a differentiated curriculum;
- a range of differentiated learning materials (both for reinforcement and extension);
- assessment procedures that emphasise pupils' strengths and achievements;
- access to ICT;
- differentiated booster classes in Year 6 for Literacy and Numeracy;
- a broad range of extra-curricular activities (including residential visits in Year 4 and Year 6).

Access to the curriculum is important to ensure we get it right for children with Literacy and Numeracy difficulties. The school uses a wide variety of resources to facilitate access to the curriculum, including Numicon and coloured overlays. Your child may need specialist equipment such as writing slopes, pencil grips, posture support cushions and chairs. These will be provided by school to help your child make progress.

We believe that our children 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.

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

Typically, a child with Special Educational Needs and/or Disabilities will have an Intervention Plan which sets out outcomes (formerly targets) that are currently being worked on and what additional provision is put in place for that child. The content of the Intervention Plan is negotiated, as appropriate, with the child and the child's parents/carers.

Copies of your child's Intervention Plan will be sent home when they are reviewed and new outcomes set. In most cases, this review will take place once a term. Parents' Evenings are held termly for teachers to discuss your child's progress and assessment data is sent home regularly to show progress made. At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment.

School aims to work in partnership with parents and carers by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing and instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- updating parents/carers with relevant information;
- making parents and carers aware of the Parent Partnership services.

Parents are also asked to support their child's learning by completing differentiated homework that is set weekly, by class teachers, to maximise progress made while at Greasby Junior School.

The SEN Governor takes a particular interest in special needs and is always willing to talk to parents and carers.

What support will there be for my child's overall well being?

Your child's well being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self esteem.

Personal, Social and Health Education (PSHE) is about relating to other people, respecting the feelings of others, developing loving, caring relationships as friends, parents and members of a family and other groups. Weekly Circle Time sessions are linked to a whole school fortnightly PSHE theme which is reinforced through the school's assembly programme.

We also encourage all children to become mature and responsible citizens. This is achieved through the high profile given to the school's values of care, courtesy and consideration, as well as through formal discussions on appropriate issues, in the form of weekly 'Circle Time' sessions.

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

- Teachers and teaching assistants readily available to discuss issues and concerns.
- Clubs and extra adult supervision available if needed from teaching assistants at lunchtime to support children who find them challenging.
- Where pupils have social and communication or emotional difficulties, Pupil Profiles (a summary of what is important to the child and how best to support them) are written with them and their parents, to find out more about their views on school and their likes and dislikes. These are shared with relevant staff within school to help them support the child's learning and behaviour in school.
- If a pupil has a medical need then a detailed Health Care Plan is compiled by the SENCO with support from the School Nurse and Diabetic Nurse if required.
- All teaching assistants are trained in First Aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member.
- All staff are trained on how to use a defibrillator and school has one on the premises.

We pride ourselves on how we promote children's well being and emotional health at Greasby Junior School.

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

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

School Nurse

Speech and Language Therapist

Occupational Therapist

Educational Psychologists

Educational Welfare Officer (attendance)

Vision and Hearing Support

Outreach support from specialist schools including Gilbrook School, Orretts Meadow, Hayfield School

Specialist support from Portage/Autism Social Communication Team

Social services – Early Help Team

Social Care Family Support Worker

Positive Resolutions Family Support Worker and Family Support Adviser

Paediatricians

Child and Adolescent Mental Health Service – CAMHS

Local Authority SEN Team

Wired/Parent Partnership

Wirral Autistic Society

Child and Family (Local Authority family support service)

Minority Ethnic Achievement Service (MEAS)

Special Educational Needs Assessment Advice Team (SENAAT)

What training do the staff supporting children and young people with SEND have?

Different members of staff have received training related to SEND including sessions on:

Autism

Social Communication Difficulties

Speech and Language

Dyslexia

Dyscalculia

Occupational Therapy and strategies to use within the classroom

Social Emotional Behavioural Needs

Emotional Literacy and Emotional Regulation

First Aid

Intimate Care and Toileting

Safeguarding Training

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

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our two residential visits, are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council, Eco Council, Rights Respecting School Council and our 'Funky Fruits' Team).

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

How accessible is the school environment?

Greasby Junior School is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.

The school has a toilet/changing facility for use by disabled pupils; ramps have now replaced all steps into the main building and pavements leading directly into the school have been lowered.

How will the school prepare and support my child when joining Greasby Junior School or transferring to a new school?

Parents and children are welcome to look around Greasby Junior School at any time to see the Outstanding (Ofsted 2008/9) provision we offer and whether you feel we can meet the needs of your child.

Once a place has been confirmed at Greasby Junior School, we will contact your child's school and find out as much information as possible about your child. Your child, if particularly worried or anxious, will be offered some transition visits and an opportunity to meet their new class teacher and class mates. Often we find a short transition is very successful.

A meeting is held in the Summer Term for the parents of **all** new pupils. This is a formal opportunity for new parents to meet key members of staff. The Year 2 children have a range of opportunities throughout the year to become familiar with their new school and their new teachers; in addition to spending the morning with their Year 3 teachers at the Junior School in July, they take part in a number of activities at the Junior School in the Summer Term including weekly sporting activities, a musical concert with Year 3 pupils and Sports Day.

Transition to secondary school and the Junior School can be a worrying time for both parents and the child so at Greasby Junior School we do additional transition visits and talk at length to Infant and Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to relevant staff and teachers and that they are made aware of any special requirements, both educationally and pastorally.

Before joining Greasby Junior School children with ASD or social communication issues have a personalised information booklet about school and the adults/children in their class to ensure a smooth transition.

Pupil Profiles are also written with our pupils with ASD or social communication difficulties and their parents, to find out more about their views on school and their likes and dislikes. These are shared with relevant staff within school to help them support the transition process to the junior or secondary school.

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

Most of the resources used to meet your child's educational needs are available within the classroom. Funding is also given to further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.

Pupil Premium

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and the children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Parents can find details and information about Greasby Junior School's Pupil Premium on the school's website.

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 SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

How will 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
- * Annual reviews
- *Discussions with the SENCO
- * Parent workshops – e.g. Maths Workshop, Sex Education
- *During discussions with other professionals
- *Parent Evenings
- *Infant and Secondary transition meetings

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. Homework diaries can be used for communication and staff are always available to talk outside of teaching hours if an appointment is made at a mutually convenient time. Please telephone the school office on 677 1837 or email schooloffice@greasby-junior.wirral.sch.uk .

If you feel that your concern has not been addressed then contact the school office to arrange an appointment with the Deputy or Headteacher.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website.

We hope these responses have answered any queries that you may have but do not hesitate to contact the school if you have any further questions.