

Raeburn Primary School SEND Offer

The purpose of this document is to give you an overview of the provision that Raeburn can offer your child should they have additional needs/disabilities. **SEND email address:** send@raeburn.wirral.sch.uk

Our staffing team

SENDCO and Governor



Mrs McQueen
SENDCO and
Mental Health Lead



Mr Hughes
SEND Governor

SEND team



Mrs Thomas
Speech and Language lead



Mrs Lenton
SENAAT lead

Special Educational Needs Assessment and Advice Team

Mental Health team








Mrs Woods
Mental Health Support Worker



Ms Clarke
Mental Health Support Worker

Leadership

The SENDCO has had over 8 years' experience of the role and coordinates the SEND provision, under the direction of the Headteacher, across Raeburn Primary School including Little Owls.

    	<p>How does our team work? The SENDCO, Mrs McQueen, manages the SEND and Mental Health teams under the direction of the Headteacher.</p> <p>SEND Team The SEND team work together to support the pupils at Raeburn. Each member of staff takes a lead on certain areas of SEND.</p> <p>Mrs McQueen has overall coordination of all areas of SEND and Mental Health but specifically, 'Social, Emotional and Mental Health' and 'Physical and Sensory' aspects of SEND. Mrs McQueen will also be the point of contact for Neurodiversity.</p> <p>Mrs Lenton is coordinating the SEND provision that falls under the 'cognition and learning' primary need. Mrs Lenton is managing the SENAAT referrals that are completed in school and is liaising with the outreach support that school receives. She is also supporting children and staff with advice around children with specific learning conditions, such as Dyslexia and Dyscalculia.</p> <p>Mrs Thomas is coordinating the SEND provision that falls under 'speech, language and communication' primary need. Mrs Thomas is managing speech and language referrals, liaising with speech and language therapists and supporting children and staff.</p> <p>Mrs Woods and Ms Clarke work closely with the SENDCO to help deliver effective provision for our pupils with Social, Emotional and Mental Health needs across school.</p> <p>We monitor, review and evaluate our SEND provision regularly and this information is shared with the Senior Leadership team. The SEND register is updated by the SENDCO and Support Plans are reviewed and amended termly. Annual Reviews are held for children with Education Health and Care Plans (EHCP) and Tier 3 funding. An Annual report/presentation is shared with the Governing Body showing what provision looks like across school for children with SEND.</p>
<p>Ethos</p>	<p>Ofsted Report 2023:</p> <p><i>'The needs of pupils with SEND are quickly identified by staff when children join the school in the early years. Leaders ensure that pupils with SEND receive the support needed to access the same curriculum as their peers. This group of pupils are actively involved in all aspects of school life.'</i></p> <p>At Raeburn Primary School, we have an inclusive ethos with high expectations for all our pupils – we expect every child in our</p>

	<p>school to reach their full potential. All pupils at Raeburn Primary School are entitled to access first quality teaching and a broad, balanced and relevant curriculum whatever their individual needs. All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.</p>
Budget	<p>We receive some funding for children with SEND. Some of this supports children with a 1:1 worker. Other children might be supported in small groups for set times in the day or to deliver specific target work, for example to deliver a Speech Language Therapy programme. Additional resources may also be purchased.</p>
Policies	<p>The following policies are reviewed and are available on our website:</p> <ul style="list-style-type: none"> SEND Behaviour Anti- Bullying Accessibility plan Child Protection Equality and Diversity First Aid and Medication
Curriculum	<p>Ofsted report Feb 2023 stated:</p> <p><i>'Pupils are motivated by the curriculum. Leaders have high aspirations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils across the school achieve well. They also enjoy the wide range of trips and visits that support their learning.'</i></p> <p>We have an appropriate curriculum that meets specific needs of our pupils. It is designed to engage and excite our pupils so that all pupils are able to access the lessons they receive. We have effective teaching across school and teachers are supported in class with additional teaching assistants – these might work with small groups or 1:1/2 depending on the content of the lesson and the needs of the class. Support Plans, Individual Behaviour Plans, Care Plans etc... are regularly reviewed and new targets are set. The SENDCO will provide support with these as required. We access appropriate resources to support our pupils.</p> <p>We provide a wide range of interventions including pastoral support to aid the social, emotional and mental health of our pupils with SEND. We have thorough transition arrangements in place across all year groups from F1 to Y6, including children starting high school. We value the importance of teaching our SEND children life skills ready to be able to lead a more independent lifestyle.</p>
Assessment	<p>Assessment is on-going and takes place within every lesson. More formal assessments take place every term. Quality First Teaching is a minimum expectation in every lesson, with work adapted to meet the needs of all children. However, some children need additional support through interventions/TA provision/.</p>
Training	<p><u>Year 2020-2021</u></p> <p>*The majority of staff have attended an 'Understanding Autism' course delivered by Access for All UK</p>

	<p>*All TAs have received 'Attachment Therapy' training delivered by Jennifer Nock</p> <p>*Individual members of staff have received training from Speech and Language focussing on supporting children with language and communication difficulties in the classroom and developing 'speech sounds'</p> <p>*Individual members of staff have attended Mental Health training from CAMHS</p> <p>*Individual members of staff have completed ASC training</p> <p>*The SENDCO attended training on Pathological Demand Avoidance</p> <p><u>Year 2021-2022</u></p> <p>*All staff have received training from the ADHD Foundation focusing on ASC, ADHD and adaptations for children with specific learning difficulties</p> <p>*Individual members of staff have attended courses from SENAAT covering Dyscalculia, Dyslexia and ASC provision</p> <p>*The SENDCO attended the Dyslexia Conference 2021</p> <p><u>Year 2022-23 (updated 22.11.23)</u></p> <p>*The SENDCO attended termly SENDCO briefings as well as the Wirral SENDCO summits each half term</p> <p>*All staff had a 'Teaching and Learning team' focus in the Autumn term on SEND, focussing on the school's Quality First Teaching as part of the Graduated Approach</p> <p>*Individual staff have attended training courses, e.g. cache level 2</p> <p>*Staff support children with sensory needs attended a session led by the SENDCO around Sensory Circuits</p> <p>*Mrs Lenton has received training from SENAAT to support her role and our children</p> <p>*Mrs Thomas has received training from NHS S&L to support her role and our children</p> <p>*SENDCO attended 'Mental Health Whole School Approach' delivered by Orretts</p> <p>* Individual members of staff have attended Mental Health training from CAMHS</p> <p>*Staff have had 'My Happy Mind' training</p> <p>*Staff are engaging in the THASP project this year</p>
<p>Partnerships</p>	<p>We have regular engagement with teams in the Local Authority including:</p> <p>*The Educational Psychology Team through referrals and 'drop in' sessions (this is currently 'drop in' appointments only under the direction of the Local Authority)</p> <p>* Speech and Language Therapy Services through referrals</p> <p>*The Autism Team through referrals</p> <p>*Special Educational Needs Assessment and Advice Team</p> <p>*The Hearing Impairment Team</p> <p>*The Visual Impairment Team</p> <p>*The School Nurse for referrals for Developmental Co-Ordination Difficulties, ADHD and ASC</p> <p>*Wirral Parent Support – WIRED</p> <p>* Child and Adolescent Mental Health Services (CAMHS)</p> <p>*Mental Health Support Teams (MHST)</p>

	*AIPS (Area Inclusion Partnerships) *Tier 3 funding and EHCP Teams *The Inclusion Team
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Frequently Asked Questions:

What do I do if I think my child may have special educational needs?

You would need to speak to your child's class teacher or the SENDCO. We would use the expertise and resources we have in school in the first instance. If we felt further support would be needed, a referral would be made to one of the teams listed above. We will work collaboratively with you throughout this process. If you are new to school (F1 or F2), then please contact the School Office: schooloffice@raeburn.wirral.sch.uk for the attention of the SENDCO or Headteacher.

How will school support my child?

School will support your child in a number of ways. We have highly skilled teachers, teaching assistants and a Mental Health Support Worker (MHSW) who have received training in different areas of SEND. There are a number of people who could work with your child, depending on the child's needs. It could be the MHSW to support with social, emotional and mental health needs. It could be a teaching assistant to deliver a speech and language programme or some additional support with your child's Maths and English. The education programme would be planned by the class teacher and any other adults involved with the child. This would also be shared with the parents by the class teacher. The SENDCO is responsible for supporting the class teacher in this process and ensuring that the provision meets the needs of the pupils.

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

The curriculum would be matched to your child's needs through, in the first instance, Quality First Teaching and appropriate differentiation. Certain resources might be allocated to support your child throughout the day e.g. a visual timetable. Additional interventions might be appropriate – this might be 1:1 or small group work.

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

As well as normal reporting arrangements, there are additional times to discuss your child's progress throughout the academic year. These are arranged through formal termly 'SEND Review' meetings. In these meetings you will be able to discuss: the provision that has been put in place for your child; the progress your child is making; and set targets/agree next steps – this will include any additional work that you can do at home. The class teachers will make a record of the meeting and summarise these details to you. These records are then sent to the SENDCO. You can, of course, contact anyone in school at any time in the school year if you are at all concerned or want an update on the progress of your child.

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

In school, our staff can offer a huge variety of support through the different expertise and specialist training that we have had. We access a number of specialist services.

What training are the staff supporting children with SEND having/had?

Training is on-going and revisited on a regular basis. Staff have been trained to support children with a range of different special needs. Staff who support children with SEND are also trained in

the interventions they deliver. If we feel we need further support with our training, we would make a referral to another service to provide this.

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

All children take part in activities and school trips. Planning and consultation with parents/carers would ensure all the appropriate support and resources are in place so that any child can access what the school has to offer.

How accessible is the school?

Our school has disabled access and a disabled toilet. If additional facilities and equipment is needed, we would seek support and advice from the Local Authority.

How will the school help my child on transfer to the next phase of education?

Transition arrangements and plans would be put in place in good time – this might be at an Annual Review or a termly SEND meeting and the parents/carers and child would be fully involved in this. Where appropriate, high schools will be invited to review meetings in Year 6 and additional pre-visits arranged.

How are the school's resources/funding allocated and matched to children's needs?

If your child meets the criteria for additional support through funding, the SENDCO would apply for this. Funding Agreements are currently paid directly into the school budget and are used to support children with SEND. Funding is usually used to pay for staffing who will be working with your child to meet their additional needs. Parents of children with an EHCP may request a personal budget.

How are parents involved in the school and how can I be involved?

It is very important that parents are actively involved in supporting their children. This would be through attending Termly SEND meetings and working on targets that are set at these meetings. We can help support parents increasing their knowledge and understanding of their child's SEND.

What if I have a complaint?

Please see the school's SEND Policy/Complaints Procedures on the school's website. Complaints should be addressed to the Headteacher in the first instance.

Who can I contact for further information or support?

Applying for a place: School Administrators

To discuss something about my child: class teacher, SEND leads/SENDCO, Headteacher

Further information about support services: SENDCO

Further information about the School Offer: SENDCO

Further information about the LEA Local Offer (SENDLO): <https://www.sendlowirral.co.uk/>