

Raeburn Primary School



SEND Information Report

School Offer

At Raeburn Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs (SEN). In terms of what we offer children with Special Educational Needs and/or Disabilities (SEND), this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Raeburn Primary staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist.)

1. How does Raeburn Primary know if children need extra help and what should I do if I think my child may have special educational needs?

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 Special Educational Needs Co-ordinator (SENDCO) Miss A Hutchinson, (email schooloffice@raeburn.wirral.sch.uk telephone 0151 327 2215) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

2. How will Raeburn Primary staff support my child?

At Raeburn Primary we offer 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; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENDCO (Miss A Hutchinson) and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of highly-skilled Teaching Assistants. As with individual targets, the most important point is that additional provision depends on the needs of the child.

There are four broad areas of special educational need. These areas are to help school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Emotional and Mental Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

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 (e.g. problems with fine motor control)...the list is endless.

Multisensory programmes of study are delivered daily with an emphasis on phonics and basic skills.

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

Pupil progress meetings are held each term to discuss the progress of pupils with the Headteacher and/or Deputy Headteacher. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets. This is then reported back to the SENDCO.

Reviews are held twice a year to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on Intervention Trackers. Examples of intervention groups are; Social skills, fine motor skills, co-ordination, memory, speech and language programmes. Your child's view is valued and an important part of the process.

Raeburn Primary School employs a part-time Speech and Language Therapist to provide 1:1 or small group speech clinics, assessments and language support in the classroom. Raeburn also employs a Learning Mentor to support pupils with social difficulties. If your child needs specialist support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made, with your consent, via the school nurse.

The Governors at Raeburn Primary School are responsible for the overseeing of all procedures in school and liaise regularly with the Senior Leadership Team to discuss pupils with SEN. The SEN Governor is Mr J Hughes.

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

All Raeburn Primary 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; mixed ability classes; and a broad range of extra-curricular activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEN. Our curriculum is based on the New National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum.

Access to the curriculum is important to ensure we are delivering the best education for children with Literacy and Numeracy difficulties and the school uses a wide variety of resources to facilitate this access to the curriculum. It maybe your child needs specialist equipment e.g. writing slopes, pencil grips or posture support cushions and chairs. These will be provided by school to help your child make progress.

Children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, resilience, perseverance and independence and offer many opportunities for these skills to be transferred across the school setting.

4. 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 their needs presented on an individual Support Plan. The graduated approach of Assess, Plan, Do, Review is followed and teaching assistants work closely with the class teacher, who has overall responsibility for the pupil and his/ her progress and wellbeing. The support plan is created through a person centred planning approach where the child's aspirations and views are taken into account. This will identify the targets, agreed by the pupil, and outline what additional provision is being put in place for that child. The content of the Support Plan is shared and discussed with the SENCO and parents. Support Plans are regularly reviewed and new targets set. Parents Evenings are also held twice a year for teachers to discuss your child's progress. At the end of the academic year you will receive a written report outlining progress made over the year and targets for your child to aim for in the following year.

5. How is provision evaluated for its effectiveness?

Baseline data is collected at the start of an intervention when pupils are tested. At around six weeks into the intervention, scores are collected and monitored. The teaching assistant responsible for delivering the intervention keeps records on the progress of each pupil. Class teachers will keep track of the pupil's progress through regular feedback from the teaching assistant as well as being given information on what skills and learning are taking place. Once an intervention has been completed exit scores are collected to evaluate pupil's progress and the effectiveness of the intervention. Class teachers complete Intervention Trackers where pupils having interventions are tracked termly to show entry and exit scores or relevant assessment information.

6. How are pupils consulted when we are supporting them with their SEN?

Pupils help plan their support with the class teacher when the Support Plan is produced. When the Support Plan is reviewed the pupil is asked his / her viewpoint of progress made and what the next targets could be. All SEN pupils also have a One Page Profile where a "picture" of the child is produced through the statements:

- What we like about ...
- What is important to...
- How best to support ...

7. What support will there be for my child's overall wellbeing?

Your child's wellbeing 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. Individual behaviour support plans are used should there be the additional need.

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
- Person centred planning
- One Page Profiles are written with all our SEND pupils and their parents, to find out more about their views on school and their likes and dislikes. These are shared with adult stakeholders within school to help them support the child's learning and behaviour in school.
- If a pupil has a medical need then a detailed Individual Health Care Plan is compiled with support from the School Nurse, in consultation with parents/carers.

- Teachers and 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. (See medicine policy)
- A number of staff are trained in how to use a defibrillator and school has one on the premises.
- Positive handling is only ever used as a last resort to support a child, managing the risk of harm rather than the behaviour. Staff follow the school 'Physical Intervention Policy'. A number of staff have received Team Teach training in this area.

We pride ourselves on how we promote children's wellbeing and emotional health at Raeburn Primary School.

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

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, communication, physical, social and emotional 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
- Vision and Hearing Support
- Outreach support from specialist schools, eg Gilbrook
- Outreach support from Orrets Meadow School
- Wirral Social, Language Communication Team
- Specialist support from Portage/Autism Social Communication Team
- Social services – Wirral Gateway
- Social Care Family Support Worker
- Paediatricians – accessed via school nurse and/or GPs
- Local Authority EHCP Team
- Wired/Parent Partnership
- Autism Together
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)

9. What training are the staff supporting children and young people with SEND had or are having?

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 and Mental Health
- First Aid
- ADHD

Professional Development is ongoing and our staff receive regular training to support our pupils.

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

We do not offer extra-curricular activities solely for children with SEND, but instead, actively try to ensure that all of our extra-curricular activities are adapted for children's specific needs. We are delighted that our pupils with Special Educational Needs participate in school trips, residential, extra-curricular clubs, sports teams and school committees (e.g our School Council). 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.

11. How accessible is the school environment?

Raeburn Primary 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. We ensure that any equipment used is accessible to all children regardless of their needs.

12. How will the school prepare and support my child when joining Raeburn Primary School or transferring to a new school?

Parents and children are welcome to look around Raeburn Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

If your child is new to the school he/she will be offered some transition visits and an opportunity to meet their new class teacher and class friends. Often we find a short transition is most successful.

Children joining Foundation Stage 2 will participate in several transition visits during the summer term before they start school in the September. Parents are invited to a number of meetings including a 1:1 discussion with the child's class teacher for information sharing.

A multi-agency meeting will be held prior to starting school for any child with additional needs already identified.

Transition to secondary school can be a worrying time for both parents and the child so at Raeburn Primary School we arrange additional transition visits and talk at length to Secondary teachers about the children's special educational needs We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. Enhanced transitions are facilitated for children when their specific needs require.

13. 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. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCO to manage and monitor the support.

14. 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 parents, 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.

15. 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
- Discussions with the SENDCO
- During parents' evenings
- During discussions with other professionals
- Secondary transition meetings
- Annual reviews

16. How is bullying managed in relation to SEND pupils?

All staff at Raeburn, including mid-day supervisors are made aware of vulnerable pupils, including those with SEND. The school has robust anti-bullying and behaviour policies. Procedures are followed in both the anti-bullying and behaviour policies which support all pupils, including those with SEND. Social and Emotional Aspects of Learning lessons develop skills in celebrating and accepting differences in children, as well as this, class teachers deliver anti-bullying lessons in each year group, matched to the age of the children.

17. 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. Staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment. On occasions, Home School books can be used for communication.

For matters not directly related to your child's progress parents are invited to contact the school office, SENDCO, the Deputy or Headteacher who will be available to talk to you at a mutually convenient time. 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 under policies.