



## Mount Primary School

### Special Educational Needs and/or Disabilities (SEND) Information Report

Reporting academic year: 2020/21

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#### Glossary of Terms

These are terms that are used in this report and they are placed here so parents can get a clear understanding of them.

- **SENDCo** is the special educational needs co-ordinator in the school.
- The **SEND Register** is simply a list of the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans** or EHCPs (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- **Individual Pupil Funding Agreements** (IPFA) are arrangements the local authority has with the school to provide extra resources for a particular child. They are sometimes known as Top-up Funding. These are not the same as an EHCP and a child with an Individual Pupil Funding Agreement wouldn't have an EHCP. They are reviewed annually.
- **Quality First Teaching** is the notion that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Differentiation** is part of quality first teaching and means that pupils may be given different tasks or goals different to others, have them presented in different ways or have more adult support in the lesson.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- **A Provision Map** is a list, most often kept by the SENDCO, of all the interventions and other services used by the school to meet the needs of pupils with SEND. It is an at-a-glance tool for the SENDCO to use when checking what the school has provided for the pupil.

### What kinds of special educational needs do we provide for in our school?

We treat every child as an individual regardless of their needs or the severity of them.

Our school currently provides for pupils with the following difficulties:

- Autistic Spectrum Disorder and Speech and Language needs. Both are often known as communication and interaction difficulties.
- Dyslexia, Dyspraxia (a physical coordination difficulty), Developmental Coordination Disorder and Moderate Learning Difficulties. These are often known as cognition and learning difficulties.
- Attention Deficit Hyperactivity Disorder. This is an example of social, emotional and mental health difficulties.
- Visual impairments, Hearing impairments, Physical Disabilities and Processing difficulties. These are known as sensory and/or physical needs.

Sometimes more than one of these difficulties can affect a child.

At the time of writing there are 43 pupils on our SEND Register including three pupils with an EHCP and three pupils with an IPFA.

### How do we know if your child needs extra help?

We assess each pupil's current academic abilities when they come to the school. We call this a baseline. We know from national assessment data the rates of progress that pupils should make from their starting points and this helps us set targets for our pupils and gauge how well they are progressing. Class teachers make half-termly assessments of pupils' progress. Class teachers and members of the Senior Leadership Team also hold half-termly progress meetings to check how well pupils are doing and to quickly spot any underachievement. They discuss pupils' targets in these meetings. We check if some pupils progress:

- Is not on track to reach their target
- Is significantly slower than that of their peers
- Is slower than their own progress previously
- Doesn't help them catch up to their peers

It is important to remember that slow progress might not mean a child has special educational needs. There might be other reasons for this and it may be temporary.

We also keep a watchful eye on how well pupils are learning personal and social skills.

When we think that a child does have special educational needs we will want to get the view of the child and their parents as well.

Sometimes we get alerted about a child's special educational needs from their parents or from class teachers who might have a concern or even from other professionals who might have been working with a child. The

SENDCo always responds when she gets this information and considers the child's needs further.

Finally, when pupils come to the school having been at another school they might arrive with special educational needs already identified.

We will always notify parents when it is decided that their child has special educational needs.

#### Who you speak to at the school if you think your child might have special educational needs

If you have any concerns and may think your child has special educational needs do speak to your child's class teacher in the first instance. They will liaise with the SENDCo. However, you are also most welcome to contact the SENDCo directly. Mrs Sexton-Perinkadakatt is the SENDCo and can be contacted via email at [send@mount.wirral.sch.uk](mailto:send@mount.wirral.sch.uk)

#### How we consult with young people with special educational needs and involve them in their education

Teachers check all pupils' understanding of what they are learning throughout the school day.

The views of pupils who have EHCP are sought before their annual reviews and their views are well-considered at the review.

The views of pupils with special educational needs are also gathered as part of our annual pupil survey. Pupils with special educational needs are also represented on the school council.

#### How we help you to support your children's learning

Class teachers are very willing to talk to parents about the things they can do to help their own child. Often at parents' evenings class teachers and the SENDCo will offer specific guidance to parents about how they can help their child at home.

Our SENDCo and Senior Leadership team are happy to direct parents to other appropriate services that may be able to help further.

Any special resources we are using, sometimes on the advice of specialist services, are sent home if using them at home would further help the child. For example, how to access IDL at home (an online programme to support pupils with dyslexia).

Through the ADHD foundation, we have offered the following parenting webinars:

- ADHD
- ASC
- Generic behaviour

23 families applied for places on these workshops.

#### How we know what progress your children are making and how we keep you and them informed

As stated earlier we check pupils' progress using teachers' half-termly assessments and comparing these to pupils' targets and expected rates of progress. We discuss individual pupil's progress at our half-termly progress meetings.

Parents received a report about their child's progress each July and their child's progress is discussed with them at two parents' evening a year. The annual reports to parents spell out how well their child is doing in comparison to national expectations. If a child has a special educational needs this will be part of the discussion at parents' evenings. The SENDCo is available to meet with parents/carers to discuss their child's provision and progress. Therefore, there are at least three opportunities each year for parents or carers of pupils with special educational needs to talk to key staff about their child's needs.

For pupils who have an EHCP or an IPFA there is an additional annual review that follows the guidance of the local authority. It is to these reviews that the child's views are taken.

#### How we have supported young people with SEND and adapted teaching to best support them

Quality First Teaching by the class teacher should meet the needs of most pupils very well. It includes making sure that resources and tasks are matched to pupils' needs. We call this differentiation. For example, pupils with developmental coordination disorder may type their work rather than handwrite it. Word banks of key vocabulary are likely to be available for those pupils who need them. Some pupils may even have a fidget toy as this is known to help the concentration of some pupils who have ADHD. 'Maths No Problem' is the whole school math's programme and this is very visual and uses real objects which some pupils with special educational needs find very helpful.

Teachers often group pupils with similar needs together and the teacher themselves or an additional adult, if they are attached to a class, might work with that group to intensify their learning.

A few pupils in school have additional adult support, most often specified as part of their EHCP or IPFA. These staff, of course focus their attention on their named child almost exclusively. However, they do also offer support to other pupils when they can and if it is appropriate.

We have focused teaching programmes called interventions that are designed to accelerate a pupil's knowledge, understanding or skills. These are delivered by highly skilled teaching assistants and our pupil and family support worker and they take place outside of the classroom for short periods of time. They are sometimes for small groups of pupils and at other times for individual pupils. We monitor these carefully to make sure they are making a positive difference. Some could be short lived and other interventions might be longer lasting. We gauge our successes with interventions when a pupil no longer needs this kind of additional input.

We have increased the sensory equipment that we have in school; we have 2 sensory tents and a variety of calming toys and lights, which are used to benefit pupils who can become overloaded by sensory stimuli.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

We make the following adaptations to ensure the needs of our pupils with special educational needs are met effectively:

- Differentiating our curriculum to ensure all pupils can access it. Pupils may be given different tasks or goals, have them presented in different ways or have more adult support in the lesson.
- Different grouping arrangements, perhaps working in a small group with pupils with similar needs
- Having an adult work on a one-to-one basis with a pupil for a while.
- Adapting our resources by making them clearer or more simplified.
- Using recommended aids: such as coloured overlays or coloured books and worksheets for some pupils with dyslexia; visual timetables for pupils who will benefit from the predictability of being able to see what's going to happen next; larger fonts and the use of specialist equipment such as pencil grips or writing slopes that change the writing position for a child; lap-tops; voice recorders and assistive technology such as a 'Clicker 8' and 'Proloquo'.
- Adapting our teaching, for example, giving longer processing times for those who need it, pre-teaching key vocabulary so the pupil can hit the ground running in the actual lesson, and breaking down instructions into smaller steps so pupils understand these more easily.

We can apply to make special arrangements for some pupils with special educational needs when they sit national tests or secondary school entrance exams. We do this when it is in their best interests. This could include additional time, coloured paper or having someone else scribe for them.

How are staff in the school supported to work with young people with special educational needs and what training do they receive?

All staff have read chapter 6 (school section) of the SEND code of practice (2014) so are aware of the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs.

There are now 10 qualified mental health first aiders, qualified in either children's or adult mental health.

All teachers have been given information about any of their pupils who have special educational needs and the SENDCo continually supports staff with information and guidance. Staff take responsibility for updating their class provision map (overseen by SENDCo) based on their knowledge of the child, information shared from the SENDCo and information shared from parents. Depending on their special educational needs, some children on

the SEN register have a pupil profile which details how best to support them and additional support plan with specific outcomes.

The school's SENDCo is a qualified teacher and has completed the National SENDCo Qualification with merit – this is a post graduate certificate.

Staff have received the following training:

- EYFS staff – Supporting Social Communication in the Classroom
- 4 Teaching Assistants – Manual Handling training

All staff have received training from the SENDCo about provision mapping.

When we have needed expert advice and support how have we secured that and what services have they provided?

We have drawn on the expertise of other services when needed and have made specific referrals for support with particular pupils. The following services have been used:

- Educational Psychologist
- Speech and Language Service
- Occupational Therapy Service
- Physiotherapy Service
- Visual and Hearing Impaired Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Wirral Specialist Support Team for children with medical and/or physical needs
- Wirral Autism and Social Communication Team
- Early Support Team
- ADHD foundation
- Wirral LA inclusion manager
- Thumbs up

Most of the referrals to these services are made by the SENDCo or in some cases the Pupil and Family Support Worker. Parents are consulted before any referral is made.

How we check how well we are doing in meeting the needs of students with SEND

All pupils are tracked half-termly using teachers' assessments. We use this information to gauge if they are on track or not and we do something about it if they are not.

Pupils' exercise books are monitored to ensure they are making suitable progress.

Any interventions children receive are monitored and evaluated to make sure they are making a positive difference.

Senior leaders conduct lesson observations and during these they will be watchful of how effectively pupils with special educational needs are having their needs met.

During the last year, the SENDCo has met regularly with the SEND governor to discuss provision for pupils with special educational needs.

#### How we ensure that your children are included in activities outside the classroom, including physical activities and school trips

No pupil at Mount Primary School misses out on any activity because they have special educational needs or disability. We make it happen for all our pupils. They all can take a full part.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. 73% of our SEND pupils took part in an afterschool club or activity, with plans in place to ensure this with achieve 100% by 20/21.

All pupils are encouraged to go on our residential trips to Menai. We make every effort to enable all pupils to attend by arranging additional support or adjusting the programme as necessary.

All pupils are encouraged to take part in sports day, school performances, special workshops, school council, etc.

We undertake a risk assessment before the trip or activity or use of specialist resources. These risk assessments include the needs of pupils with special educational needs. For example, by making sure we had suitable support, equipment and medical advice to enable a pupil with physical disabilities to undertake an adventurous activity.

#### How we provide for your children's overall wellbeing

Our March 2017 Ofsted Inspection reported, "School leaders are vigilant about all aspects of safeguarding and all systems of recording information are detailed and robust."

Pupils are taught to keep safe and healthy as part of our PSHE programmes and school assemblies.

Staff are appropriately trained in looking out for child protection and child welfare concerns.

We draw on the support of others whenever necessary, a good example being the school nurse. She also works closely with specific year groups for example in Reception and Year 1, where she monitors significant developmental stages linked to children's height, weight, sight and hearing.

All teachers are trained in first aid and we, of course, have our designated first aiders as well.

Some staff have specific training to meet pupils' medical needs such as the use of Inhalers, Epi-pens for anaphylactic shock, and gastronomy tube feeding. Individual health care plans (IHCPs) are in place for those pupils who need these and they are reviewed annually by the SENDCo or earlier when a change has been notified.

Pupil surveys helps us check that pupils feel safe and know who they can turn to if they have a need.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Our school building is fully wheelchair accessible and is on two levels with a lift in the centre of the school. Designated disabled parking spaces are marked in the school grounds. There are accessible changing and toilet facilities on the ground and the first floor. Where there are steps to the playground there is also a ramp.

We have resources that have been selected with our special needs pupils in mind. For example, labelled trays with pictures as well as words, large letters on keyboards, different colour papers and overlays for those with dyslexia and different height desks for pupils using wheelchairs. Visual resources, such as visual timetables are used to help as well.

Makaton sign language has been used with any pupils who have severe communication difficulties.

A few pupils have personal evacuation plans because of mobility problems.

Our accessibility plan can be accessed here. [Accessibility plan](#)

What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

The school follows the Wirral local authority admission procedures. Here is the link <https://www.wirral.gov.uk/schools-and-learning/school-admissions/apply-primary-or-secondary-school-place>

The school will be named on a child's education and health care plan if it is deemed that the school is the most appropriate placement. This process is led by the Wirral local authority and embraces the views of the health authority, the school and of course the parents or carers.

If a child transfers to the school from another UK school we make suitable arrangements to gather all the necessary information and to set in place a smooth transfer.

For our pupils who are nearing the end of their time in Year 6, a transition meeting will take place, information shared and appropriate transitions visits arranged.

Where can you find the school's SEND policy and who can you contact for further information?

The school's SEND policy is on the school website. Here is the link [http://www.mount.wirral.sch.uk/serve\\_file/284915](http://www.mount.wirral.sch.uk/serve_file/284915)



The local authority also has a SEND Offer that describes its provision across the local authority for pupils with special educational needs. The link to this is here

<https://localofferwirral.org>

What are our arrangements for handling complaints from parents of children with SEND about our provision?

Initial complaints should be directly raised with the class teacher as most concerns can quickly be ironed out at this stage.

All complaints regarding SEND provision follow the school's complaints policy.

If that is not appropriate, a meeting should be arranged with the school's SENDCo. If the complaint is about the actions of the School's SENDCo, the complaint should be forwarded to the head teacher. If the complaint remains unresolved, the complaint can be forwarded to our SEND governor, Phil Ashton, who can be contacted via the school.

We are keen that parents and carers are supported in this process and would refer all families to Wirral's SEND Parent Partnership if they require further support:

<http://www.wired.me.uk/Parent-Partnership.asp>