

# Higher Bebington Junior School

## SEND Information Report 2023

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## **1. How will you know if my son/daughter needs extra help?**

At Higher Bebington Junior School we liaise closely with our infant feeder schools and any SEND information is passed on to the new class teacher and SENCO. All children are closely monitored by the class teacher on a daily basis and through regular formal and informal assessment. If the class teacher has any concerns regarding academic progress or SEND, they will consult you straight away and liaise with the SENCO for further advice and guidance. If it is felt necessary, further assessment may be carried out and a programme of support will be put in place and recorded on the provision map.

## **2. What should I do if I think my son/daughter may have special educational needs?**

The class teacher is the first point of contact for parents who think their child has additional needs.

## **3. How will staff support my son/daughter?**

The class teacher plans all lessons for all the pupils in their class, differentiates accordingly to suit the pupils' individual needs and is responsible for the assessment of their progress.

We offer many different forms of additional provision, depending on each child's needs. This can include additional in-class support, additional out of class support in small groups or on a 1:1 basis, access to specific resources and access to a range of outside agencies. Often the targets for this additional support will be specifically to do with Mathematics and English but they may also be to do with social interaction and communication, emotional difficulties or physical needs. All additional provision is recorded on the class and school provision map.

Additional provision is overseen by the highly qualified SENCO and is designed and implemented by an excellent team of teachers who are supported by our team of highly skilled teaching assistants. We also consult with a range of outside agencies including Speech and Language, Hearing Support, Vision Support, Physiotherapy, Educational Psychologists, the Autism and Social Communication Team, CAMHS, The Special Needs Advisory and Assessment Team (SENAAT) and Orrets Meadow English and Mathematics Teams. We use multisensory techniques and a range of interventions, including computer based programmes. Examples of interventions groups are; reading and spelling, social stories, fine motor skills, co-ordination, memory, speech and language programmes and handwriting.

For many children, short term additional support will be sufficient for them to catch up with their peers.

Some children require continued support. In this case the child will be included on the

Special Needs Register and a person-centred plan may be put in place by the teacher in consultation with the SENCO and parents/carers. Where necessary, ISPs (Individual Support Plans) outline targets and strategies planned for your child and copies of these are sent home. The views of both you and your child is valued and an important part of the process.

Pupil progress meetings are held each term to discuss the progress of pupils with the Head Teacher. The shared discussions will highlight what further support or interventions may be needed to increase progress and bring the child on track to meet their end of year targets.

In addition to parent teacher meetings in November and February, the SENCO and teachers review the progress of children on the Special Needs Register in July of each year and report to the parents/carers on each child's progress, their current areas of special needs and any additional needs which have been identified. Parents are welcome to make an appointment to see the class teacher at any time if they have concerns.

The Governors at Higher Bebington Junior School are responsible for the overseeing of all procedures in school and are regularly in school. There are designated SEND Governors.

#### **4. How will the curriculum be matched to my child's needs?**

At Higher Bebington Junior School we use a variety of teaching styles to match the children's different learning styles. The curriculum is differentiated according to needs and ability and the children have access to differentiated learning materials, including access to ICT. We use assessment procedures that emphasis pupils' strengths and achievements. As well as differentiated interventions and support, we also offer a broad range of extra-curricular activities. Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many different ways not only through academic achievement. We teach using approaches to develop confidence and independence and offer opportunities for these skills to be transferred across the school setting. 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 SEND.

Our curriculum is based on the National Curriculum 2014 and includes all subject areas but it has been adapted by staff to enable all pupils to access each subject in meaningful and purposeful way. School uses a wide variety of resources to facilitate access to the curriculum for children with SEN including; Lexia, Clicker 6, coloured overlays and ipad apps. It maybe that your child needs special equipment e.g. writing slopes, pencil grips, posture support cushions and chairs. These will be provided by school to help your child make progress.

#### **5. How will I know how my son/daughter is doing and how will you help me to support my child's learning?**

For all children, additional support within a specific area is monitored and tracked using a class provision map. This is discussed at parent teacher meetings. Parents/carers are always welcome to come in and speak to the class teacher if they have any concerns or want to share any achievements. Teachers will contact parents/carers if they have any concerns.

Typically, a child with ongoing SEND will have an Individual Support Plan (ISP) which sets out targets that are currently being worked on and outlines the additional provision that is being put in place for that child. It also includes strategies to help, including strategies for parents to use. The content is written in consultation with the child where appropriate. ISPs are reviewed regularly and new targets set. These will be given to the parent at parent teacher meetings in November and February when you will have the opportunity to discuss your child's progress. A final review and report is made in July, to include assessment data in to show progress made.

For a few children with persistent and ongoing difficulties, a person centered plan known as an Additional Support Plan (ASP) is drawn up, which includes a one page profile outlining the child's strengths and how best to support them.

All parents are encouraged to contribute to their child's education. This may be through discussion with the class teacher, parents evenings, discussions with other professionals, secondary transition meetings or parent information evenings.

## **6. What support will there be for my son/daughter's overall wellbeing?**

Your child's wellbeing and emotional health is as important as their academic progress and we pride ourselves on how we promote children's well-being and emotional health at school. 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. The school nurse offers pastoral support for pupils who encounter emotional difficulties. Teachers and TAs are readily available to discuss issues and concerns and, where deemed necessary, there are clubs and extra adult supervision at lunchtime to support children.

We also now have one full time Thrive practitioner and one part time ELSA practitioner who both work with children in order to develop their social and emotional wellbeing and are able to support children on a 1:1 or small group basis.

One page profiles are written with children and parents as part of our Person Centred Planning for pupils with social and/or communication difficulties. These are shared with adult stakeholders within school to help support the child's learning and behaviour in school. These are particularly useful during transition in order for the child's new teacher to get to know the child.

We promote good behaviour in school through a clear reward procedure including Recognition Time, positive phone calls home, merit awards, praise postcards and many

more. Individual behaviour plans are used should there be the additional need and pupil view is always taken into consideration when drawing these up.

If a pupil has medical needs then a detailed Health Care Plan is compiled with support from the school nurse, any other professionals involved, and in consultation with parents/carers. All teachers have epipen and asthma training. You are welcome to contact the school office if you have any health concerns you would like to discuss.

We have teachers and support staff trained in first aid. In agreement with parents and carers, medicines are administered at the school office when a signed medical consent form is in place to ensure the safety of both the child and staff member.

Several members of staff are trained in how to use a defibrillator and school has one on the premises.

## **7. What specialist services and expertise are available at school or accessed by you?**

Senior leaders, teachers and TA are all highly skilled in meeting the individual learning, behavioural, emotional and social needs of our children.

The school accesses a range of services including:

- School nurse
- Speech and Language
- Occupational Therapist
- Educational Psychologist
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from Gilbrook, Orrets Meadow and Hayfield Schools
- Specialist support from the Autism Social Communication Team Pediatricians – accessed via school nurse/ GPs
- Local Authority
- Wired/ Parent Partnership
- Wirral Autistic Society
- Child and Adolescent Mental Health Services (CAMHS)
- Minority Ethnic Achievement Service (MEAS)
- Special Education Needs Assessment and Advisory team (SENAAT)

## **8. What training have the staff supporting my son/daughter with SEND had or are having?**

Different members of staff have received training in the following areas:

Autism/Social Communication Difficulties  
Dyslexia  
Dyscalculia  
Down Syndrome  
First Aid  
Selective Mutism  
Sensory Processing Difficulties  
Emotional Literacy Support (ELSA)  
Thrive

### **9. How will my son/daughter be included in activities outside the classroom including school trips?**

Although we do not offer targeted extra-curricular activities for children with Special Education Needs, we actively try to ensure that all of extracurricular activities are adapted for children's specific needs. Apart from exceptional circumstances, our pupils with SEND participate fully in school trips, residential, extra-curricular clubs, sports teams and 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 take part.

### **10. How accessible is your school environment?**

Higher Bebington Junior School is a single story building and is wheelchair accessible. The building is light and classrooms have plenty of access. There is a disabled toilet and a lift for wheelchair users to use.

### **11. How will you prepare and support my son/daughter to join your school or transfer to a new setting or school.**

At Higher Bebington Junior School, we have a good relationship with many of the secondary schools in the area. On transition, the class teacher meets with a representative of your child's new school to discuss the particular needs of your child. The SENCO meets with the SENCO in the secondary schools and hands over all relevant SEND documentation.

Where appropriate, an enhanced transition will take place. Your child will have the opportunity to visit their new school on a number of occasions, with you and/or a TA before induction day. They will meet key members of staff and be introduced to some pupils in the school. They can make a diary of photos, plans and timetables to familiarise themselves with the new school and compare it to the familiar surroundings of their junior school. Social skills groups in Year 6 will focus on transition in order to prepare your child for the next stage of their education.

### **12. How are your resources allocated and matched to my son/daughter's 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 SENCO to manage and monitor the support.

In some circumstances where needs are not met within SEND budget, we will apply for additional funding to support these additional needs.

Pupil Premium money may be spent on resources and support if appropriate.

### **13. How is the decision made about what type and how much support my son/daughter will receive?**

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher, senior leaders and the SENCO to determine what this may be. Parents and carers are kept informed and their views are important to the decision making process. Typically this support continues to be provided from within the classroom, but may include working outside of the classroom at specific times as / when appropriate. If evidence suggest that even higher levels of support or funding maybe beneficial, this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

Regular formal and informal assessments are carried out at the start and end of any intervention to measure its impact.

### **14. Who can I contact for further information?**

If you would like further information about Higher Bebington School, please contact the school office on 0151 608 1011.

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 on-going basis. Home school books can be used for communication, staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time.

For matters not directly related to your child's progress, parents are invited to contact the school. The SENCO, Deputy Headteacher, or the Headteacher 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 contact the Chair of Governors.