

Poulton Lancelyn Primary School
Part of Oak Trees MAT



SEND Information Report

2022-2023

SENDCo: Miss S Haworth ☎ 0151 334 5021

Contributing to the Wirral Local Authority Local Offer



Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 23

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Contents:

Please use this coloured contents guide to help to lead you through this document.

What is a Special Educational Need and Disability?

What do I do if I think my child has Special Educational Needs (SEND)?

Who can support my child in school with Special Educational Needs (SEND)?

How could my child get help in school?

How do we support children across the school?

How can you be supported as a parent of a child with additional needs?

How can your child be supported during transition in school?

What specialist services and expertise are available in this school?

What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2. When of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

Looked after children (LAC) with SEND: We consult with the SENDCo and the designated teacher for LAC as appropriate for personalised support. We also liaise with the allocated social worker to ensure all agencies are working collaboratively to develop an appropriate support package for each child.

Inclusion Statement - Achieving Excellence Together

Respect

Together we support and meet the individual needs of all pupils in each of our schools. Effective learning opportunities allow pupils to overcome individual barriers and encourage them to strive for their best to achieve excellence for all.

We ensure our schools are open and welcoming communities and embrace all social, cultural and educational backgrounds and needs. We actively seek and value the views and aspirations of all parents, carers and children to strengthen our curriculum and provision. We are committed to working closely with all agencies to achieve the best outcomes for our children.

All children will have a sense that they belong in all areas of school life. Opportunities will be provided to fulfil potential through extending life experiences, which encourage imagination and fun.

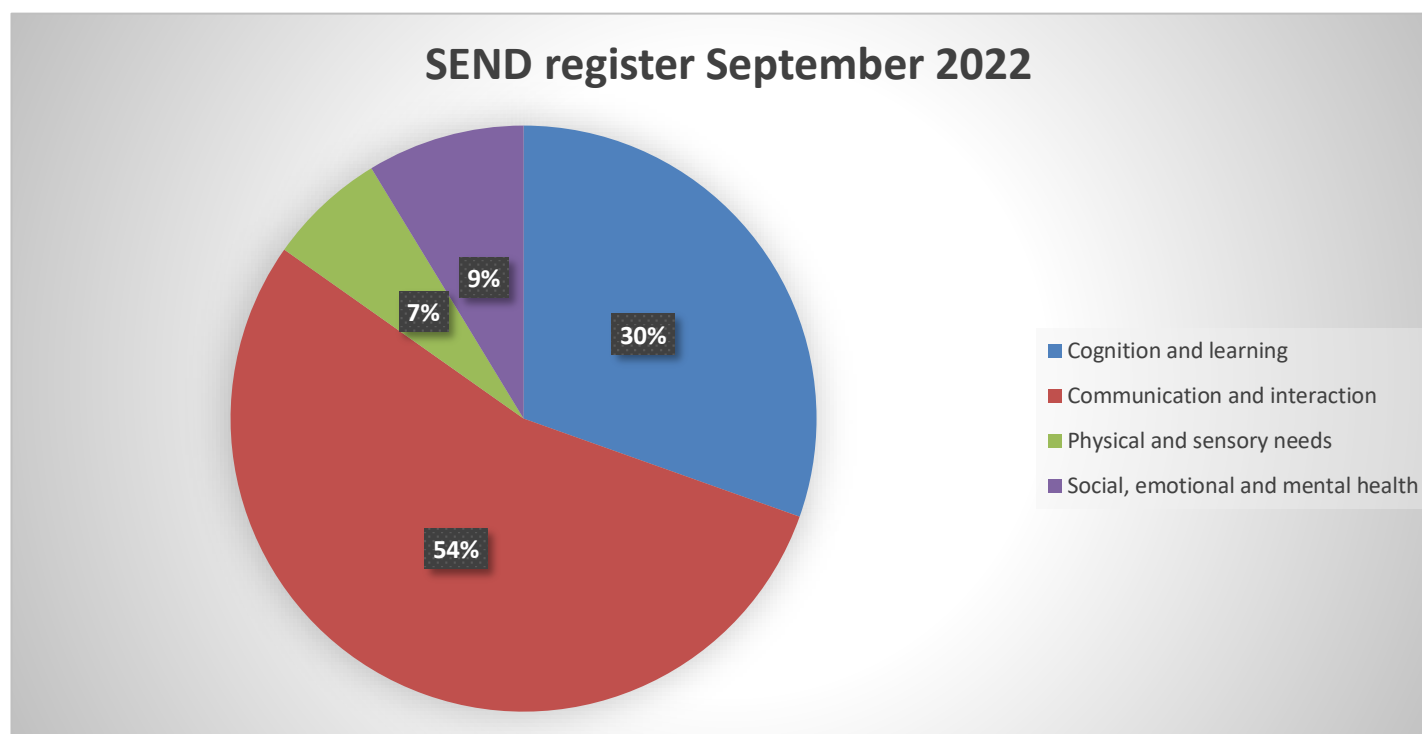
We are continually evolving our practice with an open-minded approach and a willingness to try and to implement new ideas. Our practice is based on the latest evidence and research in providing effective education for all.

Inspiration

Collaboration

Poulton Lancelyn Primary School context

There are 472 children on roll. There 41 children on the SEND register. This represents the primary needs of those children.



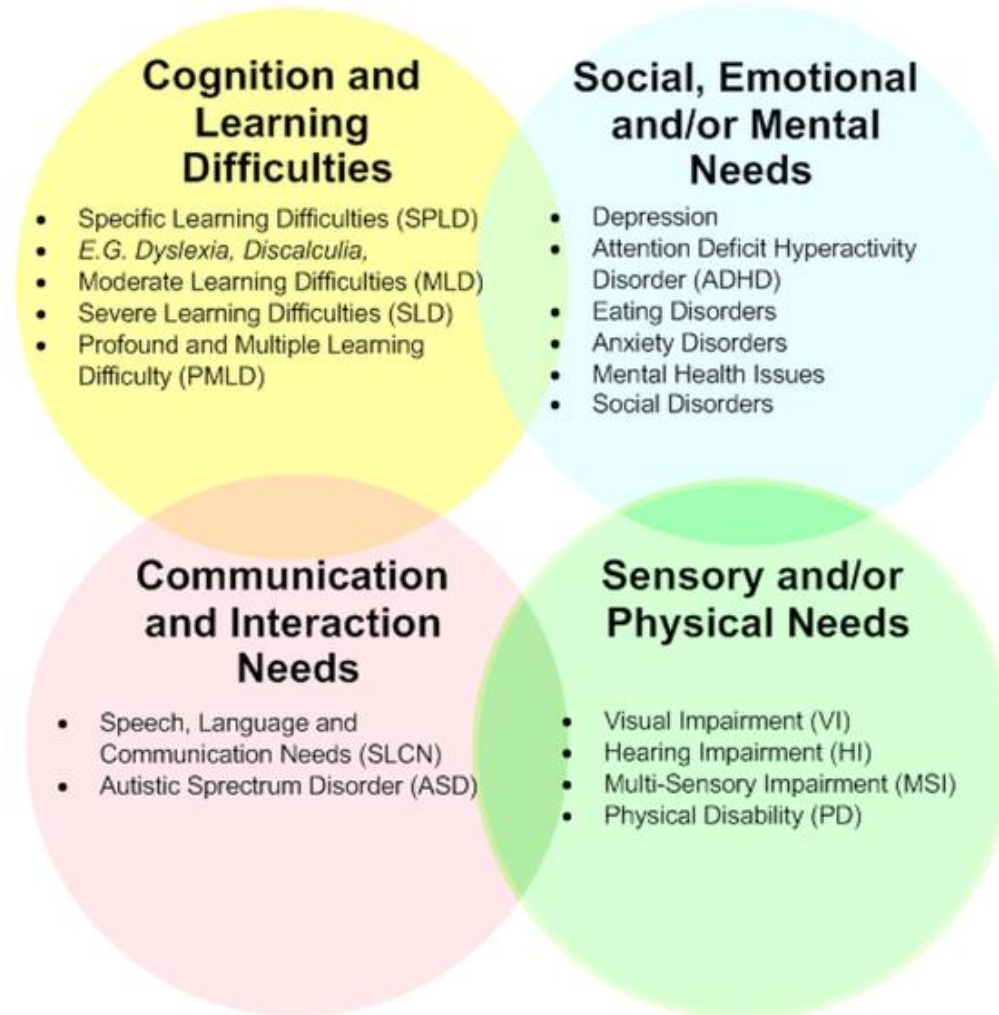
This information is shared with the Local Authority on a termly basis.

At Poulton Lancelyn, we currently provide additional support and/or different provision for a range of needs across the four areas.

Four Areas of Need	Cognition and Learning	Communication and Interaction	Physical and Sensory Needs	Social, Emotional and Mental Health
Poulton Lancelyn's current needs of the children in our school	Specific Learning Difficulties such as Dyspraxia and Dyslexia and Working Memory and Processing Skills	Speech Language and Communication Needs ASC/ASD	Vision, Hearing and Physical needs	ADHD Emotional & Behavioural Needs

Some children may have needs in more than one category.

Examples within each of the four areas of need

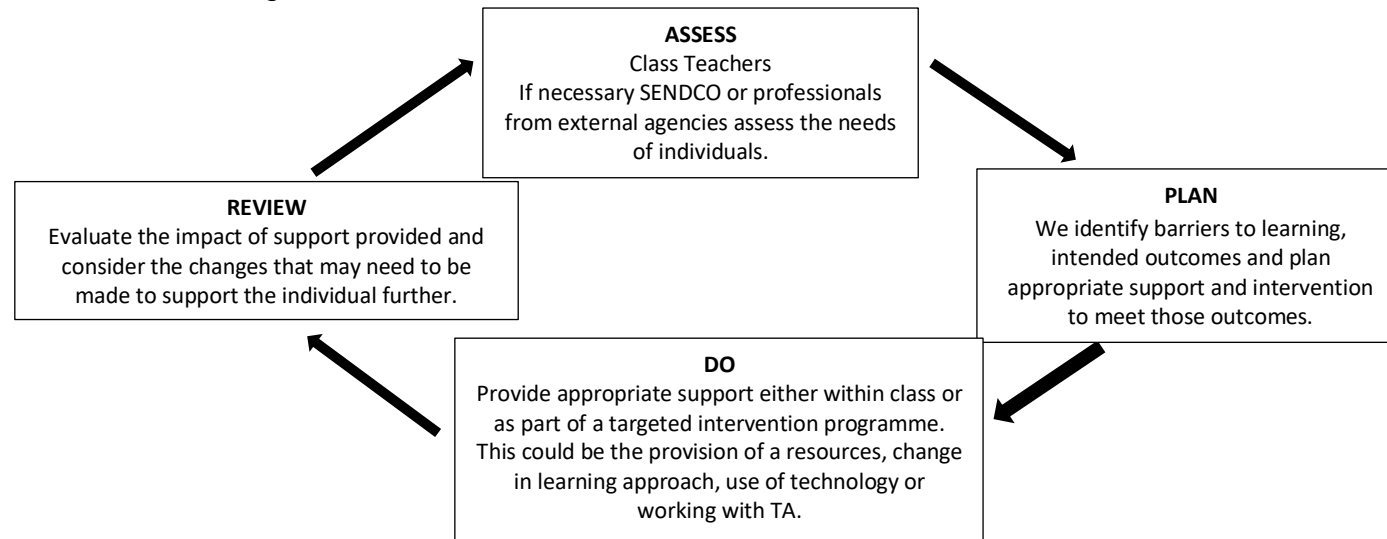


What do I do if I think my child has Special Educational Needs?

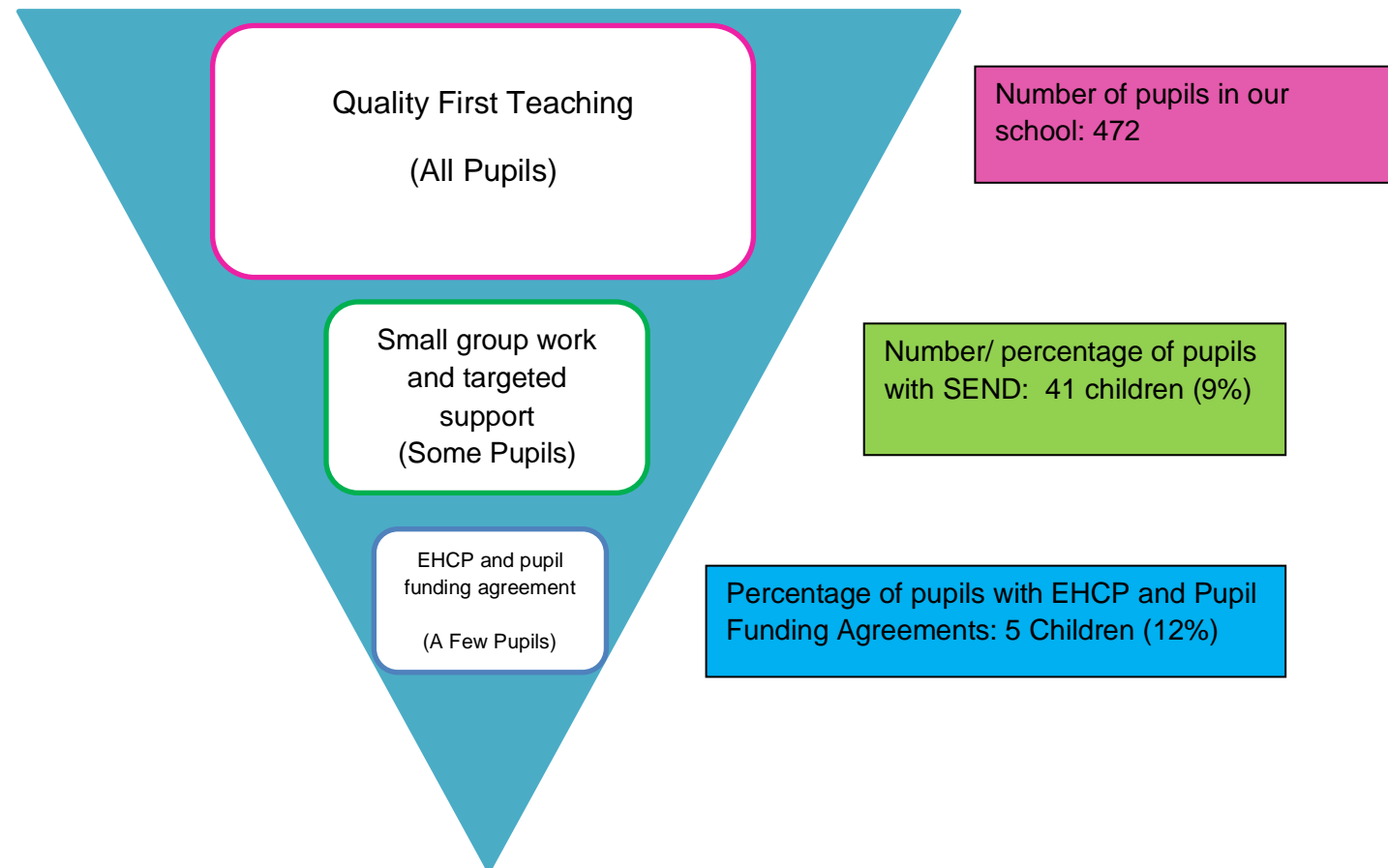
Who to contact	<ul style="list-style-type: none">• If you have concerns about your child's progress, you should speak to your child's class teacher.• You can also speak to the SENDCo.• The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.	
School response	<ul style="list-style-type: none">• Where there are concerns about your child's progress or learning in response to Quality First Teaching curriculum, the teacher may raise this with the SENDCo.• The school has termly pupil progress meetings to monitor the progress of all pupils in relation to Quality First Teaching. <p>The teacher will monitor throughout the curriculum, these are some of the concerns they will monitor:</p>	
	Cognition and Learning	<ul style="list-style-type: none">-Data at the end of term, if it is slower than expected progress in Reading, Writing and Maths-Persistent spelling errors in their work-Letter formation, number and letter reversals-Difficulties retaining information and processing-Working Memory concerns
	Communication and Language	<ul style="list-style-type: none">-Speech sound pronunciation difficulties-Stammers and stutters-Difficulties in understanding language for their age-Difficulties with communication and understanding of language and social cues.-Difficulties interacting with other children through play
	Physical and Sensory	<ul style="list-style-type: none">-Pencil control and grip concerns-Difficulties using tools such as scissors-Trips, falls, bumps into things frequently-Sensory concerns – difficulties tolerating noise, touching things-Vision and hearing concerns- Difficulties accessing PE sessions – lack of spatial awareness, no coordination and balance
	Social, Emotional and Mental Health	<ul style="list-style-type: none">-Attention difficulties-Concentration is limited / easily distracted/ struggle to listen and sit still-Behaviour concerns – Meltdowns, impulsive, challenging-Anxiety-Low self-esteem and self confidence-Sleep concerns

If there are further concerns about your child's learning, the school will discuss this with you and there will be opportunities to discuss:

- Concerns you may have as a parent/carer.
 - Plans for any additional support your child may receive.
 - Referrals to outside professionals to support your child's learning.
 - How we will work together, to support your child at home/school.
- School follow the 'Assess Plan Do and Review Cycle' Parents and children (Where appropriate) will be involved at all stages.



An overview of our school provision



Who can support my child in school with Special Educational Needs (SEND)?

People	Summary of responsibilities.	Contact
Class Teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to Quality First Teaching across all curriculum areas and that the curriculum is adapted/modified to meet children's needs. Develop the curriculum so it is coherent, progressive, engaging, broad, and balanced and knowledge rich. Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and talking about this with the SENDCO as necessary and complete a Record of Concern form with parents. Writing Pupil Progress Targets/Person Centred Plans. Personalised teaching and learning for your child as identified on the school's provision map. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and any specific adjustments/modifications, which need to be made enable children to be included and make progress in the classroom. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work or alternative recording methods/writing frames, talk partners, small group work, 1:1 support or equipment including the use of ICT. Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with any SEND. 	<p>You can contact the class teacher,</p> <p>SENDCO Miss Haworth,</p> <p>Head teacher Mrs Arnold,</p> <p>SEND Governor Mrs S Cotton</p> <p>via the school office 0151 334 5021 or by email schooloffice@poultonlancelyn.wirral.sch.uk For an appointment or a telephone call back.</p>
Curriculum Subject Leads	<p>Subject Leads are responsible for:</p> <ul style="list-style-type: none"> Planning long-term plans and progression maps to ensure all pupils are developing knowledge and skills that builds on previous learning and prepares them for future learning to impact long-term memory. Working with the SENDCO to support staff in making modifications to their subject curriculum for individual children. Ensure that progress is made for all children including SEND in their subject area. 	
Special Educational Needs Co-	<p>She is responsible for and will use her best endeavour to:</p> <ul style="list-style-type: none"> Coordinate all the support for children with special educational needs (SEND) and developing the school's SEND practice to make sure all children get a consistent, high quality response to meeting their needs in school. 	<p>You can catch the class teacher at end</p>

<p>ordinator (SENDCo)</p> <p>Miss S Haworth</p>	<ul style="list-style-type: none"> • Ensure you are involved in supporting your child's learning and keeping you informed about the support your child is getting. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist. • Update the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking/maintaining your child's records of progress and needs. Supporting requests for additional funding from Wirral Local Authority. • Provide specialist support for teachers and support staff. • Support your child's class teacher with creating and reviewing 'Assess Plan Do and Review' plans, which identify actions put in place to meet targets. Ensuring parents are fully involved in reviews. • Organise training for staff. • Liaise with cluster SENDCo's to ensure consistency of approach and practice. • Monitor, track and analyse progress and attainment of SEND pupils. • Liaise and ensure smooth transition between educational phases • Co-ordinate SEND interventions, through provision mapping. • The day-to-day management of all aspects of the school, including support for children with SEND. • Entrusting the daily responsibility for SEND to the SENDCo and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issue relating to SEND. • Meet regularly with the SEND Governor to discuss the provision for children with SEND. • Accountable for financial expenditure of SEND budget. 	<p>of the school day to speak informally about your child.</p>
<p>Headteacher</p> <p>Mrs C Arnold</p>	<p>They are responsible for and will use her best endeavour to:</p> <ul style="list-style-type: none"> • Oversee the effectiveness of provision for children with SEND. • Develop the school's SEND practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children. • Support the teaching staff and SENDCo. • Ensure effective and efficient, use of human, environmental and financial resources 	
<p>SEND Governor</p> <p>Mrs S Cotton</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy and/or SEND Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school. • Meeting with the SENDCO regularly to discuss provision for children with SEND 	

How could my child get help in school?

At Poulton Lancelyn Primary School, we offer a graduated approach to Special Educational Needs and Disabilities. This diagram explains how we map out the graduated approach within our provision maps and explains what happens within each wave at our school.

Wave 1 (Quality First Teaching) (QFT)

This is quality inclusive teaching that **all** children receive.

Differentiated Work.

Creating an inclusive classroom.

Reasonable adjustments in place.

Wave 2 (Targeted)

Children not making expected progress despite reasonable adjustments in Wave 1.

QFT and Short Term Targeted Interventions, e.g. SALT, Maths or phonics.

Some children may be placed on SEND Register in short term e.g. if they are under SALT.

Wave 3 (Early Intervention/Specialist)

Children will be placed on SEND Register.

Long Term Interventions, Person Centred Plans, Additional Support Plans, Specialist support from outside agencies, more in depth assessments to establish area of need.

Wave 3+ (EHCP or PFA)

Children are on the SEND Register.

Support over and above, additional support or resources in place. Highly personalised support, closely monitored specialist provision.

Types of support	What would this mean for your child at Poulton Lancelyn?	Who receives this support?								
Wave 1 Class teacher- Quality First Teaching	<ul style="list-style-type: none">Quality First Teaching – All children receive quality inclusive teaching. Teachers make reasonable adjustments to children’s learning in the classroom.Consider flexible grouping, cognitive and metacognitive strategies (Developing memory, retrieval strategies, problem solving and developing awareness of own learning (reflecting), explicit instructions, scaffolding.Ensuring that the teacher has the highest possible expectation for your child and all pupils in their class.Ensuring that all teaching is based on building on what your child already knows, can do and can understand.Using different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or provide different resources adapted for your child’s needs: This may involve:-<table><tr><td>Cognition and Learning</td><td>Visual timetables, now and next cards, talk partner work, working walls, number lines, alphabet mats, writing frames, Physical maths resources (practical), use of technology, pre-teaching with an adult</td></tr><tr><td>Communication and Language</td><td>Social stories, using a TA to check understanding and repeat instructions</td></tr><tr><td>Physical and Sensory</td><td>Enlarging resources, writing slopes, different pens and grips, alternative scissors, ear defenders,, rest breaks, sensory resources, additional support with toileting, handwriting support, pen grips, fiddly toys</td></tr><tr><td>Social, Emotional and Mental Health</td><td>Using sand timers to complete work, Breaking lesson down into smaller chunks with a rest break in between, fiddle toys, Buddy up with a partner</td></tr></table> <ul style="list-style-type: none">Putting in place specific strategies (which may be suggested by the SENDCo or outside staff) to support your child’s learning.Your child’s progress is continually monitored by his/her class teacher.Attendance, engagement in learning and behaviour are also monitored.His/her progress is reviewed formally every term through pupil progress meetings with headteacher/Deputy Headteacher.Reviewing and updating Provision Maps each term.	Cognition and Learning	Visual timetables, now and next cards, talk partner work, working walls, number lines, alphabet mats, writing frames, Physical maths resources (practical), use of technology, pre-teaching with an adult	Communication and Language	Social stories, using a TA to check understanding and repeat instructions	Physical and Sensory	Enlarging resources, writing slopes, different pens and grips, alternative scissors, ear defenders,, rest breaks, sensory resources, additional support with toileting, handwriting support, pen grips, fiddly toys	Social, Emotional and Mental Health	Using sand timers to complete work, Breaking lesson down into smaller chunks with a rest break in between, fiddle toys, Buddy up with a partner	All children in school.
Cognition and Learning	Visual timetables, now and next cards, talk partner work, working walls, number lines, alphabet mats, writing frames, Physical maths resources (practical), use of technology, pre-teaching with an adult									
Communication and Language	Social stories, using a TA to check understanding and repeat instructions									
Physical and Sensory	Enlarging resources, writing slopes, different pens and grips, alternative scissors, ear defenders,, rest breaks, sensory resources, additional support with toileting, handwriting support, pen grips, fiddly toys									
Social, Emotional and Mental Health	Using sand timers to complete work, Breaking lesson down into smaller chunks with a rest break in between, fiddle toys, Buddy up with a partner									

	<ul style="list-style-type: none"> You will be informed of your child's progress and attainment at Parent/Carers' evenings in the Autumn and Spring terms and will receive a school report at the end of the school year. 																
Assessment	<ul style="list-style-type: none"> Assessment Cycle <table border="1"> <thead> <tr> <th>End of Autumn Term</th><th>End of Spring Term</th><th>End of Summer Term</th></tr> </thead> <tbody> <tr> <td>End of Term Assessments NTS Reading Maths, Gaps year 1 – 6</td><td>End of Term Assessments NTS Reading Maths, Gaps year 1 – 6</td><td>End of Term Assessments NTS Reading Maths, Gaps year 1 – 6</td></tr> <tr> <td>Teacher Assessed Writing</td><td>Teacher Assessed Writing</td><td>Teacher Assessed Writing</td></tr> <tr> <td>Fluency Checks Sept, Jan, May Years 3, 4, 5, 6</td><td>Fluency Checks Sept, Jan, May Years 3, 4, 5, 6</td><td>Fluency Checks Sept, Jan, May Years 3, 4, 5, 6</td></tr> <tr> <td>Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO</td><td>Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO</td><td>Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO</td></tr> </tbody> </table> SATs End of key stage 1 and 2 (Year 2 and Year 6) Year 1 Phonics Screening (June) Year 2 Phonics Screening Resits (June) F2 Baseline assessment on entry and Welcomm assessments F2 Final EYFS DATA end of Summer Term The SENDCO, and other members of the Senior Leadership Team will carry out regular book scrutinies and lesson observations. Children's personal centred plans are updated and reviewed termly. For children involved in certain specific interventions, children may be assessed at the start and end of the intervention to assess the progress children have made. If a child is under Speech and Language their needs will, we assessed and reviewed regularly by the LA speech and language therapists. Our Pastoral TA uses a Wellbeing Rating scale with children to measure their wellbeing pre and post pastoral intervention. 	End of Autumn Term	End of Spring Term	End of Summer Term	End of Term Assessments NTS Reading Maths, Gaps year 1 – 6	End of Term Assessments NTS Reading Maths, Gaps year 1 – 6	End of Term Assessments NTS Reading Maths, Gaps year 1 – 6	Teacher Assessed Writing	Teacher Assessed Writing	Teacher Assessed Writing	Fluency Checks Sept, Jan, May Years 3, 4, 5, 6	Fluency Checks Sept, Jan, May Years 3, 4, 5, 6	Fluency Checks Sept, Jan, May Years 3, 4, 5, 6	Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO	Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO	Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO	<p>All Children in school.</p> <p>Children with SEND have additional layers of assessment:-</p> <ul style="list-style-type: none"> -Intervention monitor and assessment -Outside agencies assessments -Support plans -EHCP reviews -IPFA reviews
End of Autumn Term	End of Spring Term	End of Summer Term															
End of Term Assessments NTS Reading Maths, Gaps year 1 – 6	End of Term Assessments NTS Reading Maths, Gaps year 1 – 6	End of Term Assessments NTS Reading Maths, Gaps year 1 – 6															
Teacher Assessed Writing	Teacher Assessed Writing	Teacher Assessed Writing															
Fluency Checks Sept, Jan, May Years 3, 4, 5, 6	Fluency Checks Sept, Jan, May Years 3, 4, 5, 6	Fluency Checks Sept, Jan, May Years 3, 4, 5, 6															
Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO	Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO	Review of SEN Support Plans and New ones written with Parents, Child, Class teacher and SENDCO															

	<ul style="list-style-type: none">For children working below the age related standards they will be assessed against the Engagement Model (Sept 2021). The Engagement model has five areas of engagement: exploration, realisation, anticipation, persistence and initiation.									
Wave 2 Specific interventions e.g. groups or 1:1 which may be: <ul style="list-style-type: none">Run in the classroom or outside.Run by a teacher or teaching assistant.	<p>Children may require targeted support from school based staff, or sometimes your child may need specialist support from a professional from an outside agency e.g. Speech and Language. This is reflected on provision maps.</p> <p>Your child's class teacher or the SENDCo will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his or her peers.</p> <p>A TA will run these small group sessions using the teacher's targets or a recommended programme, such as:-</p> <table><tr><td>Cognition and Learning</td><td>Nessy Spelling, short term focused group work or 1:1 support,</td></tr><tr><td>Communication and Language</td><td>Wellcomm Specific SALT programmes Sounds and listening Lego Based Therapy</td></tr><tr><td>Physical and Sensory</td><td>Handwriting groups, hearing support interventions, fine motor skills support</td></tr><tr><td>Social, Emotional and Mental Health</td><td>Social Stories Pastoral support Forest Schools</td></tr></table> <p>Each child's progress is evaluated regularly, before and after the period of intervention.</p>	Cognition and Learning	Nessy Spelling, short term focused group work or 1:1 support,	Communication and Language	Wellcomm Specific SALT programmes Sounds and listening Lego Based Therapy	Physical and Sensory	Handwriting groups, hearing support interventions, fine motor skills support	Social, Emotional and Mental Health	Social Stories Pastoral support Forest Schools	<p>Any child who has specific gaps in his or her understanding of a subject/area of learning.</p> <p>Children whose learning needs require specialist support and advice in addition to the support already received in school.</p>
Cognition and Learning	Nessy Spelling, short term focused group work or 1:1 support,									
Communication and Language	Wellcomm Specific SALT programmes Sounds and listening Lego Based Therapy									
Physical and Sensory	Handwriting groups, hearing support interventions, fine motor skills support									
Social, Emotional and Mental Health	Social Stories Pastoral support Forest Schools									
Wave 3 Early Intervention Specialist Support	<p>Children at Early Intervention will have a Special Educational Needs support plan, which will include targets that are currently being worked on and the additional provision that is put into place for that child. This individualised plan will be reviewed at least three times per year so that the outcomes can be closely monitored and adapted if necessary. The class teachers create a person centred plan (PCP), which outlines brief information on how your child learns and what is the best way to support them.</p> <p>If the class teacher and SENDCo feel that sufficient progress is not being made then a child may progress to more specialist advice and support from outside agencies such as</p>	<p>Children who have been identified by the class teacher and SENDCo</p> <p>Your child will be placed on the School's SEND Register.</p> <p>The most important point is that the additional</p>								

	Educational psychologist, SENNAT, CAMHS, Orrefts Outreach Support, Gilbrook Outreach support.		provision depends on the needs of the child.
	Cognition and Learning	Writing, Maths, Phonics group support, Nessy Programme (ICT), Thirds Space Learning, Advice from SENNAT, Educational Psychologists inc drop in service, Orrefts Outreach support developing reading and spelling	
	Communication and Language	Speech and language service, Wellcomm, Sounds and Listening, social stories, Time to Talk, ASC support team	
	Physical and Sensory	Handwriting support Teodorescu, fine motor support, support in PE sessions, Hearing and vision support, OT support	
	Social, Emotional and Mental Health	CAMHS, Gilbrook Outreach support, school nurse support	
Wave 3+ Children with Educational, Health Care Plans (EHCP) and Individual Pupil funding Agreements (IPFA)	<p>The LA local offer: The local offer website sets out what services, support and advice are available for children in Wirral if they have SEND. The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this on their website. You can access the local offer at: https://localofferwirral.org</p> <p>After the school have sent in the request to the Local Authority, it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you and all the professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case, they will write an EHC Plan.</p> <p>The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short-term goals for your child.</p>		<p>Children with complex needs.</p> <p>The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.</p>

	An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.				
Allocation of extra support	<ul style="list-style-type: none"> The class teacher, the SENDCo, allocates extra in-class support or group intervention or other professionals involved with your child depending on their level of need. Extra support from external professionals can be requested by the school. Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/should be made. The school budget received from Wirral Borough Council includes money for supporting children with SEND and those in receipt of Pupil Premium funding. 				
	Four Area of Needs	Cognition & Learning	Communication & Interaction	Social Emotional & Mental Health	Sensory & physical
	How we have used funding at Poulton Lancelyn against each of the 4 areas.	-SENNAT -Orrets Meadow Outreach Support -Precision Teaching -Maths -RWI Phonics Resources -Ipad -Third Spaced Learning -Nessy Spelling	-Private Education Psychologists -Lego Based Therapy -Social Stories	-Gilbrook Outreach -Forest Schools -Thumbs Up 1:1 -Lego Based Therapy -Pastoral Resources -ADHD Foundation -Access to our Pastoral TA	-Hearing Support Resources -Writing Slopes -Pencil Grips -Specialist Pens/Pencils -Wobble Cushions -Sensory Resources -Fiddle Toys -Coloured Overlays -Designated safe spaces – tents/cushions/bean bags
	<ul style="list-style-type: none"> Resources (including physical equipment)/training and support are reviewed regularly and changes made as needed. From the overall school budget, the Head Teacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of the needs of the children in the school. The Head Teacher and SENDCo, discuss all the information they have about SEND in school including: <ul style="list-style-type: none"> The children getting extra support already The children needing extra support. The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. 				

How do we support children across the school?

<p>Accessibility and admission</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical difficulties via hand railings and ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. • The school has a medical room with a medical bed to support pupils. • Toilets and bathroom areas have been risked assessed in accordance to the needs of individual pupils. <p>See accessibility plan and admission policy on the school website https://www.poultonlancelyn.wirral.sch.uk/web/policies_1</p>								
<p>Curriculum and the learning environment</p>	<p>All children have an entitlement to a broad and balanced curriculum:-</p> <ul style="list-style-type: none"> - pupils benefit from a range of teaching and learning styles; - a carefully differentiated curriculum with clear learning objectives; - a range of differentiated learning materials (both for reinforcement and extension); - assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; - access to ICT; and - A broad range of extracurricular activities and visits (including residential visits in Year 2, 4 and 6). <p>This enables the pupils to understand the relevance and purpose of the learning activities. It also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement.</p> <p>Access to the curriculum is important and to ensure we get it right for children with Special Educational Needs we use a wide variety of resources to facilitate this. These might include:-</p> <table border="1" data-bbox="528 991 2054 1252"> <tr> <td>Cognition and Learning</td><td>ICT apps and learning programmes such as Nessy Spelling,</td></tr> <tr> <td>Communication and Language</td><td>Visual Timetables, Now and Next cards, pictorial supports</td></tr> <tr> <td>Physical and Sensory</td><td>Coloured overlays writing slopes, pencil grips, adapted scissors, wobble cushions</td></tr> <tr> <td>Social, Emotional and Mental Health</td><td>Visual support, feelings fans, fiddle toys, sensory resources, Quiet space tents, safe areas, access to quiet club at lunchtime, emotional support.</td></tr> </table> <p>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 residential trips, are adapted for children's specific needs. 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. Where relevant, we also access specialised activities run for children with disabilities.</p>	Cognition and Learning	ICT apps and learning programmes such as Nessy Spelling,	Communication and Language	Visual Timetables, Now and Next cards, pictorial supports	Physical and Sensory	Coloured overlays writing slopes, pencil grips, adapted scissors, wobble cushions	Social, Emotional and Mental Health	Visual support, feelings fans, fiddle toys, sensory resources, Quiet space tents, safe areas, access to quiet club at lunchtime, emotional support.
Cognition and Learning	ICT apps and learning programmes such as Nessy Spelling,								
Communication and Language	Visual Timetables, Now and Next cards, pictorial supports								
Physical and Sensory	Coloured overlays writing slopes, pencil grips, adapted scissors, wobble cushions								
Social, Emotional and Mental Health	Visual support, feelings fans, fiddle toys, sensory resources, Quiet space tents, safe areas, access to quiet club at lunchtime, emotional support.								

Measuring progress	<p>All children are continually assessed as they progress through the school so that we can build upon their prior learning. The class teacher plans for all the pupils in their class, differentiating the task accordingly to suit any pupils' individual needs and is responsible for the assessment of their progress.</p> <p>Each class teacher will attend termly pupil progress meeting with their Headteacher/Deputy Headteacher to discuss the progress of pupils. The shared discussions will highlight if further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.</p>
Support for social, emotional and mental health development	<p>All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiety etc. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:</p> <ul style="list-style-type: none"> • Members of staff are readily available for pupils who wish to discuss issues and concerns. • Play leaders are available on the yard at lunchtime to support others in play activities. • Clubs are available for those who find lunchtimes a challenge. • Several staff have attended mental health awareness training and use a range of strategies to support children with these needs. • We offer a Quiet club run by our Pastoral TA at lunchtime • Children have access to 'safe spaces' for specific children to take time away from the main classroom or playground areas allowing them to re-regulate their emotions before re-engaging with the activity. We have a Pastoral Room, Sensory Tents, quiet bay areas. • TAs use debriefing techniques with individual children to support them as they enter school and experience different changes throughout the day.
Children with medical needs	<p>If your child has medical needs then Miss S Haworth SENDCO will write a Health Care Plan (HCP) in consultation with parents/carers. These are then discussed with all staff involved with the pupil.</p> <p>These HCP are reviewed annually, unless their medical needs change throughout the course of the year.</p> <p>Please contact the school office on 0151 334 5021 or email schooloffice@poultonlancelyn.wirral.sch.uk if you wish to discuss your child's medical need with Miss Haworth</p>
Trips/ Residential/Visitors	<p>All trips, visitors and residential are available to all children. A risk assessment would be carried out and procedures in place to enable your child to participate fully in all activities. For some children they would have a more personalized individual risk assessment if their SEND needs dictate a higher risk for the child. These risk factors will have to be considered in line with the school safeguarding policy.</p>

Staff Expertise and Training

We have a rolling annual training programme, which develops staff expertise in delivering high quality teaching and supporting children with individual needs.
Part of the SENDCo's role is to support class teachers in planning for children with SEND.
The SENDCo also provided in house training to support aspects of SEND.
Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Poulton Lancelyn Training for staff across the 4 areas of need:-

SENDCO Training	Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health
<ul style="list-style-type: none"> - MAT Network Meetings - Cole Andrews SENDCO Support - Currently in process of completing the National Award for SENDCO Training 	<ul style="list-style-type: none"> - Precision Teaching - Nessy Spelling 	<ul style="list-style-type: none"> - Speech and Language Training - Selective Mutism - Lego Based Therapy 	<ul style="list-style-type: none"> -Hearing Support Training -Hanan Teacher Talk Training for young deaf children 	<ul style="list-style-type: none"> -ACES – Trauma and Attachment -Bereavement Training - Camhs Training -Forest School Training -Thumbs Up Training - ADHD Foundation Training

This year we are part of the ADHD Foundation and they will provide training opportunities throughout the year for all schools within the Oak Trees Multi-Academy Trust. Opportunities will include sensory processing training, ADHD/ADD, ASD, Dyscalculia, Dyslexia, Understanding emotional regulation, trauma and attachment, oppositional Defiance Disorder (ODD), Pathological Demand Avoidance (PDA)

How can you be supported as a parent of a child with additional needs?

<p>Parental/Carer and Pupil voice</p>	<p>Arrangements for consulting with parents and pupils will be made throughout all SEND processes. This is to ensure that there is a child-centred approach and a clear set of targets agreed that best match the child's needs.</p> <p>Parents are consulted at all levels, class teachers discuss and complete Record of Concern forms, and these come to the SENDCO to implement the next steps for the child.</p> <p>Discussions with parents when referrals need to be made to outside agencies.</p> <p>Support plan reviews termly.</p> <p>Discussions with parents when requesting an EHCP/IPFA</p> <p>Yearly Annual Reviews with parents with EHCP and IPFAs.</p> <p>Transition Meetings.</p> <p>At Poulton Lancelyn, we use pupil voice to ascertain their views across the curriculum and school life. SEND children are encouraged to have their say and frequently contribute to their reviews with the teacher/TA.</p>
<p>Support</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.</p> <p>In addition:</p> <ul style="list-style-type: none"> • The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have. • All information from outside professional agencies may be discussed with you with the person involved directly or where this is not possible, in a report. The SENDCo may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • 'Assess Plan Do and Reviews' are reviewed regularly (at least termly). • Statements or EHC Plans are reviewed each year. • Homework may be adjusted to your child's individual needs • A Home/School contact book is used to support communication. • If your child is undergoing Statutory Assessment, the Local Authority EHCP Co-ordinator, will also support you. He/she will ensure that you fully understand the process. • Additional information and contacts of external support within the school community on our web-site.
<p>Complaints</p>	<p>If there is a concern, which is not resolved by the actions described, please refer to the school's complaint procedure. If we are concerned, regarding external provision or decisions made school will</p>

	<p>challenge those decisions, following a discussion with parents/carers. A copy of the school complaints policy is available on the school website. https://www.poultonlancelyn.wirral.sch.uk/web/policies_1</p> <p><u>Mediation and Appeals</u></p> <p>Parents who have requested and EHCP have the right to appeal to a Tribunal if they are unhappy with anything concerning the EHCP. They will be instructed to contact the independent mediator advisor and it will be discussed as to whether mediation first might be a suitable way of resolving a disagreement.</p> <p>Mediation is a confidential process (except in cases where there are safeguarding issues) and is conducted in a safe, neutral environment that allows for both parties to be listened to and understood.</p> <p>Further Information is available on the Wirral Local offer Website https://localofferwirral.org/help-for-your-child/sen-and-disabilities/all-about-ehc-plans/appeals-and-mediation/ https://localofferwirral.org/listing/wirral-disagreement-resolution-mediation-service/</p>
SENDIAS (SEND Information Advice and Support)	<p>Impartial Advice and support is provided by Wired (Wirral Information Resource for Equality and Diversity)</p> <p>Access to SENDIAS - Wirral SEND Partnership Information Advice and Support Service</p> <p>Website: https://wired.me.uk/</p>
Monitoring and evaluations	<ul style="list-style-type: none"> • Tracking of progress measured against national progress, individually and at a year group level. • Feedback from parents. • Lesson visits • Individual case monitoring through 'Assess Plan Do and Reviews' cycle and the impact of intervention programmes that are being used (at least termly). • Pupil views and aspirations are captured during each review cycle • Report to governors

How can your child be supported during transition in school?

Starting school	<ul style="list-style-type: none"> • We would like you to visit our school with your child to have a look around and speak to staff. • The school website is regularly update and provides information about Poulton Lancelyn Primary. https://www.poultonlancelyn.wirral.sch.uk • Poulton Lancelyn Twitter Page • If other professionals are already involved, a meeting may be held to discuss your child's needs; share strategies used and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/other provisions, to support the transition. • We may visit your child if he or she is attending another provision. • We may suggest writing a plan of action to help your child to settle more easily. • SENDCO will have meetings with your child's preschool to prepare for the transfer to school.
Transition between each year group	<p>When transitioning from one year group to the next:</p> <ul style="list-style-type: none"> • Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous and new teacher will take place. • We support SEND and other children identified as needing enhanced transition with a more personalised programme. They work with a TA to complete a transition booklet in the summer term and have additional visits to the classroom, playground areas. • There will be an opportunity for children to meet their new teacher and other adults who will be working with them and to see their new classroom. <p>In Year 5 (in the Summer term):</p> <ul style="list-style-type: none"> • Children with Statements or EHC Plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENDCo from the high school attends the Statement review meetings. • We arrange extra transition visits for your child to become familiar with their new surroundings. • In some cases, staff from the new school will visit your child in this school.
Transition to new school	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:</p> <ul style="list-style-type: none"> • We can contact the new school's SENDCo to pass on any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible.

	<ul style="list-style-type: none"> • We arrange a meeting with the SEND from the new school to discuss and pass on relevant information and documentation.
Joining mid-year	<p>If your child is planning on moving to our school:</p> <ul style="list-style-type: none"> • We invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts: <ol style="list-style-type: none"> (1) We may put 'settling in' strategies in place. (2) If your child has moved to our school without a transition: <p>We will contact the previous school to arrange for transfer of information as soon as is possible. Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.</p>

What specialist services and expertise are available in this school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual needs of children across the four areas of need:- Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and physical and sensory needs.

The school accesses a range of specialist services including:

Cognition and Learning	Communication and Learning	Physical and Sensory	Social, Emotional and Mental Health
<ul style="list-style-type: none"> • Special Education Needs Assessment Advice Team (SENAAT) • Outreach support from specialist schools Orrets Meadow 	<ul style="list-style-type: none"> • Speech and Language Therapist • Specialist support from Portage/Autism Social Communication Team • Paediatricians • School Nurse 	<ul style="list-style-type: none"> • Vision and Hearing Support • Occupational Therapist • Physiotherapists • School Nurse 	<ul style="list-style-type: none"> • ADHD Foundation • Gilbrook Outreach support - Behaviour

Some services offer support for all areas of need.

- Educational Psychologists
- Local Authority Education, Health and Care Plan Team
- Looked After Children Support Team
- Mental Health Support Team (MHST)
- Minority Ethnic Achievement Service (MEAS)
- Social Care Family Support Worker
- Social services – Wirral Gateway
- Wired/Parent Partnership
- Wirral Autistic Society

Parents can also access many of these specialist services. Please contact the school SENDCo for further information.