

Somerville Primary School SEND Information Report Somerville Federation

The Somerville Primary School motto is:

“Aiming high together”

September 2023

This report outlines how we meet the personal and individual needs of the children at our school. 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 Somerville Primary School staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. Speech and Language Therapist or an Educational Psychologist).

Below are some frequently asked questions and we aim to address them in the context of Somerville Primary.

What is the local offer?

The Wirral Local offer provides parents/carers with information about how to access services in their area. It is there to support all families especially children with a SEND need. Here is the link to the SENDLO website: <https://www.sendlowirral.co.uk/>

How does Somerville Primary School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

- Concerns are first raised by parents/carers, teachers or the child.
- The class teacher is the initial point of contact for responding to parental concerns. Class teachers are available after school at the classroom door or an appointment can be booked by calling/emailing the school office.
- Following this, the class teacher or parent should liaise with their year group leader to seek support and implement suggested strategies or gather further advice.
- If no improvement following speaking with the class teacher and year group lead, further advice and guidance will be sort from Mrs Pike, our school SENDCO.
- A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.
- Mrs Pike is supported alongside the school Social Inclusion Manager: Ms Crampton, Learning Mentor: Mrs Dowd, and the Wellbeing Mentor: Miss Cooper.

How will Somerville Primary School support my child?

- We recognise that pupils learn at different rates and there can be many factors that affect achievement. We know that children may have difficulties in the short or long term in one of these areas:
 - Cognition and learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical Needs
- The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making their own decisions, expressing opinions and choices, we will aim to involve them in every step of their journey.

- Each pupil's educational programme will be planned by the class teacher and adapted accordingly, alongside the child's views.
- Provision for pupils with SEND may include: -
 - Quality first teaching with appropriate scaffolding in place;
 - Extra adult support in the classroom, supported by the class teacher or a teaching assistant;
 - Small group teaching;
 - Flexible teaching opportunities;
 - Personalised provision detailed on a Learning Plan, SEMH Plan or Provision Plan which follows an assess, plan, do, review cycle;
 - Use of evidenced based intervention programmes;
 - Additional equipment that might be purchased or loaned;
 - Advice sought from external agencies such as SALT, Paediatrician, Educational Psychologist, SENAAT, etc.
- Progress meetings will be held twice a year at parents evening and a school report provided during the third term.
- Pupil progress meetings will be held between staff and the Senior Leadership Team to promote children's positive achievements and highlight any potential concerns, where future support may need to be required.
- Children on the SEND register will have learning plans and/or SEMH Plans in place. Children on these plans will mostly be supported by the class teacher but there may be additional time with a teaching assistant to work on their personalised targets. Parents and children will be given the opportunity to share their views on the plans and is an important part of the process.
- We have close liaisons with external agencies, these agencies will be requested as and when needed. We also employ an NHS Speech and Language Therapist to provide one-to-one and small group speech clinics, assessments and language support guidance in the classroom. The therapist comes into school on a fortnightly basis.
- The Governors at Somerville Primary School are responsible for the overseeing of all procedures in school and are regularly in school. The Governors with responsibility for SEND at Somerville Primary School are Miss Crampton and Mrs L Andrews.

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

- Our curriculum is based on the National Curriculum and is broad and balanced. It has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across Foundation Stage, Key Stage 1 and early Key Stage 2 and is embedded across the curriculum. This personalised approach allows individual pupils to flourish and multisensory approaches ensure their teaching responds to pupils' diverse needs.
- When a pupil is identified as having SEND needs. If required, their work will be firstly scaffolded by the class teacher to enable to child to access the curriculum more easily.
- Reasonable adjustments are made in all lessons to factor in different children's needs, with flexible teaching groups and approaches considered.
- If a child has been registered on the SEND register, they will have a learning plan/SEMH plan or possibly both. These plans will be shared with the parents and child, providing an opportunity for comments to be made, they will then be reviewed on a termly basis.

- A range of learning materials or specialist equipment may be introduced to support a child's learning, items include: writing slopes, finger grips, coloured overlays, laptops/Chromebooks, standing desks, specific chairs, support cushions, wobble boards etc.
- We also offer an array of extra- curricular activities to ensure all are included.
- Our children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, communication, resilience and independence and we offer opportunities for these skills to be transferred across the school setting.

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

- You will be able to discuss your child's progress during parent's evening and will receive a school report at the end of the year.
- If your child is on the SEND register, then you will be given the opportunity to view and contribute to their learning Plan/SEMH plan or in some cases they will have both.
- We have an open door policy, so class teachers can be spoken to at the end of the day or an appointment can be made with the school office for a mutually agreed time.
- Should you wish to seek further advice after holding discussions with class teachers and year group leaders, then an appointment can be made with the SENDCO by contacting the school office.

What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for pupils' well-being and those encountering emotional difficulties.
- Class teachers plan for the holistic development of each child in their class using their detailed knowledge of each individual to promote their confidence and self-esteem. Those who need further support might have a SEMH Plan with small step targets to work towards.
- All adults within school are here to support the children and discuss any issues or concerns.
- Our Beehive room is available for those who have been recognised as needing enhanced pastoral support. A range of children may be invited to our breakfast, lunch and afterschool support which aims to offer quiet and reflective time away from the busy classrooms or the playground for a short period of time.
- Our Social Inclusion Manager, SENDCO, Learning Mentor or Wellbeing Mentor may work with individual children or small groups depending on the needs of the child.
- A one-page profile is created for any child on the SEND register or those who might need reasonable adjustments. This aims to identify the child's individual needs and best approaches to support that child.
- If outside agencies have been involved, suggestions might be given to support in home and/or school. Some agencies we currently work with include: Mental Health Team, Youthfed, Bee-you yoga, Hooves for healing...
- As a school we have introduced 'My Happy Mind' weekly sessions creating a culture of positive mental wellbeing, with the aim of preparing our children for tomorrows world by building resilience, balanced and happy minds at both home and school.

Pupils with medical needs

- If a pupil has a complex medical need, then a detailed Health Care Plan is compiled by our Learning mentor Mrs Dowd, under guidance from the SENDCO.

- The SENDCO will then seek support from relevant medical agencies, in consultation with parents/carers if required.
- The SENDCO and Learning Mentor also monitor prescription medicines, asthma sprays and all other medical related needs; - such as those children who need support in changing themselves, having creams applied for serious conditions or diabetes. Medical consent forms need to be signed by parents prior to administering any medicines to ensure the safety of both the child and staff members.
- The majority of our teaching assistants and lunchtime supervisors are first aid trained and may be asked to administer medication.
- When necessary, school will liaise with other agencies to gain support or necessary equipment.
- All staff receive epipen, asthma and defibrillator training, a small number are also trained in diabetes.
- As a school we use meditracker; an online centralised system to record, track and monitor incidents, illnesses and injuries. All medication administered is recorded on this online system and parents are notified (where necessary) via the online platform and will receive a message or email regarding their child.

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

Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including;

- Social Inclusion Manager - Ms Crampton
- Learning Mentor – Mrs Dowd
- Well-being Mentor – Miss Cooper
- EWO (Educational Welfare Officers)
- Social Care – Family Support Workers
- CAMHS Mental Health Team
- Speech and Language Therapist
- Duty School Nurse
- Educational Psychologist
- Vision and Hearing Support
- Occupational Therapist (OT)
- Physiotherapist
- Special Educational Needs Assessment and Advisory Team (SENAAT)
- Outreach Support from Specialist Schools, including Gilbrook and Clare Mount
- Autism Social Communication team
- Specialist ASC Teacher- Mrs Stokes
- Wirral Specialist Support Teacher for Children with Physical and Medical needs – Mrs Catton
- Paediatricians – accessed via School Nurse and/or GPs
- Local Authority EHCP team
- Wired/Parent Partnership
- Wirral CAMHS Services
- Wirral Autism Together
- Child and Family
- Minority Ethnic Achievement Service (MEAS)

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

- On-going training is available to all school staff to keep them informed of current developments within education and safeguarding either internally at school or via external training courses.

- Staff training has been related to specific areas of SEND and intervention strategies to support children's needs. Training is also provided in response to specific needs. Some examples of recent training include ADHD foundation, ASC, sensory circuits, WellComm, trauma and attachment, lego therapy, drawing and talking, first aid, bucket therapy, speech and language.
- If staff feel they require more additional support, advice is sought via colleagues or outside agencies and further training opportunities identified and provided.

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

- We are a fully inclusive school and all our children are able to take part in the full curriculum and off site activities.
- Pupils with SEND are actively encouraged to take part in school trips, residential trips, extra-curricular clubs, sports teams and social committees, such as our School Council.
- Activities and school trips are available to all children. The school will do their best to make reasonable adjustments for everyone. If you are concerned regarding your child on an activity/school trip, please speak to a member of staff.
- Risk assessments are carried out and procedures are put in place to enable all to participate. There may be odd occasions if an intense level of 1:1 support is required; a parent/guardian may be asked to accompany their child.
- We try to make sure that as many as possible of our extra-curricular activities are adapted for children's specific needs.

How accessible is the school environment?

- Somerville school is all on one level allowing for easy access of the building and outdoor spaces.
- Facilities include:
 - Ramps into school;
 - Toilets that have been adapted for disabled users;
 - Wide doors in some parts of the building;
 - A medical room with shower and toilet;
 - The adventure playground was designed with consultation with Physiotherapists and Occupational Therapists to ensure that children with disabilities have access to some areas.
- Each classroom is equipped with an interactive board where background colour, brightness, text-size and style can be adapted to suit needs. Classrooms are well-lit, with low ceilings to help with acoustics.

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

- Parents and children are welcome to look around Somerville Primary School, they can book an appointment at the office, to see what provision we offer and whether you feel we can meet the needs of your child. We also offer open events during the year, where you can have the opportunity to look around our bright and airy rooms.

Nursery-F2

- Discussions will be held between previous settings to enable to transition to be as smooth as possible.
- Children who choose to join us for F2 are invited to visit school on different occasions prior to commencing in September. School offers activities such as a teddy bears picnic, open afternoons/evenings, F2 talk with parents, all to support children and families to settle into Somerville Primary School.
- Should children need a more specialised transition, we can accommodate additional visits and meetings to discuss your child's needs.

Y6 – Y7 (Secondary transition)

- Discussions will be held for every child in year 6 with their chosen secondary setting.

- When required additional meetings will be held with the secondary SENDCO's to discuss specific needs.
- Where possible, additional visits will be arranged for children with SEND needs to visit their chosen secondary school.
- As a school we offer transition lessons for all year 6 children as we understand this transition can be very stressful for them.
- All paperwork is passed to the new secondary school once admission has taken place.
- The Social Inclusion Manager and Mrs Dowd, can offer enhanced transition for children with mental health needs and significant safeguarding backgrounds.

In year admissions

- For any child/ren transferring to us/leaving us, where appropriate discussions will be held for that child from their previous/ current school and/or records passed on.
- Additional visits can be arranged should this be required.
- Where a pupil may have more specialised needs, a separate meeting maybe arranged between the SENDCO's and/or parents/carers.

How are your resources allocated or matched to children's educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on the individual's needs.
- Resources may include deployment of staff or equipment in response to pupils' specific needs.
- Information on how Somerville Primary School use Pupil Premium funding is detailed on the school website.

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 through planning of lessons and observations of children, including monitoring progress.
- Decisions are based upon termly tracking of pupil progress, as a result of assessments by outside agencies or through our 'assess, plan, do review approach'.
- Parents will be notified should additional intervention be needed and their views considered.
- Children with SEND or health needs may need further additional support. Discussions will be held between the class teacher, SENDCO and Senior Leadership Team in these circumstances.
- If a child has an Educational Health Care Plan or an IPFA, the support received will be guided by the Local Authority and LA funding arrangements.

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;
- At parent's evenings;
- Comments made on learning and SEMH plans;
- During discussions with other professionals;
- Transition meetings, both at Foundation and Secondary level;
- Response to annual reviews and reports;
- Parent workshops.

Who can I contact for further information or if I have any issues or concerns?

- Your first point of contact is your child's class teacher.
- Next you should speak with the Year group leaders to see if they can offer further support.
- Following this you can contact anyone of the SEND team regarding your concerns and we will endeavour to get back to you within 48 hours. Depending on your issue/concern you can contact the following people:
 - Ms Crampton – Attendance and social care

- Miss Cooper – Well-being and home support
 - Mrs Dowd – Learning Mentor, IHCP writer and home support
 - Mrs Pike – SEND and Health (available Monday- Thursday)
- If the matter is still not resolved, then please speak to our Deputy Head – Mrs Parry or the Head Teacher - Mr Dickson.

Our SEND page on our website has even more useful information contained in a padlet, should you wish to access this here is the link:

<https://padlet.com/lpike7/4ihjehyepwhppxc8>

Should you need any further information, please do not hesitate to contact the school, we will always endeavour to assist you.