



Overchurch Junior School

SEND Information Report 2022 / 23

Ratified by FGB	
Date ratified by Governors	
Date reviewed	September 2022
Next review date	September 2023
Signed: Headteacher	Anne Sheridan
Signed: Chair of Governors	Julie McGettrick

At Overchurch Junior School we are committed to giving all children every opportunity to achieve the highest standards in order to reach their full potential. We recognise that every child has unique characteristics, interests, abilities and learning needs and that some may need additional help, support and intervention if they are to achieve their full potential. We adopt a graduated approach to supporting children who have special educational needs and our approach is structured to follow the guidance of the SEND Code of Practice, which can be found within the Children and Families Act, 2014. Our school policies on inclusion, equal opportunities and our Accessibility Plan provide further information on the ways in which we support children with special educational needs and disabilities.

Mrs Isaacs is our school SENDCo and has responsibility for managing all children placed on the school's S.E.N.D. register.

Mrs Isaacs can be contacted via the school office:

telephone - 0151 6774150

email - schooloffice@overchurch-junior.wirral.sch.uk

The Overchurch Junior S.E.N.D Team is led by Mrs Isaacs and is supported by Miss Mercer. You may be contacted by a member of the team if you contact school with an S.E.N.D. request for information.

To assist you further with understanding how we support children with additional needs, the following frequently asked questions offer more detailed guidance to our approach to S.E.N.D.

N.B. Please note that points within this information report may be subject to change due to the Covid 19 pandemic and in line with guidance given by the Government, Department for Education and Wirral Local Education Authority.

1. How will Overchurch Junior School inform me if my child needs extra help?

Your child's class teacher will keep you up to date with the progress they are making throughout the year. If the teacher has any concerns they will arrange to meet with you to discuss them. The class teacher will liaise with the SENDCo and may invite the SENDCo or a member of the school S.E.N.D. Team to meet with you.

2. I think my child might have special educational needs. What should I do?

The class teacher is the initial point of contact for dealing with any concerns. If, after discussion with the class teacher, you have further concerns, please contact Mrs. Isaacs, SENDCo, via the school office.

If, after discussion, monitoring, assessment and short-term intervention programmes your child is identified as having special educational needs, we will talk to you about placing them on the school's Special Educational Needs register. Children on the register are identified under four main categories of special needs: cognition and learning; communication and interaction; emotional, social and mental health; and sensory/ physical. Our SEND Policy details the graduated approach to identifying children with special educational needs and disabilities.

3. How will Overchurch Junior School staff support my child?

At Overchurch Juniors we offer many different forms of additional provision, depending on the child's needs. Class Teachers provide "Quality First Teaching" through the planning and setting of differentiated tasks for all children in their classes. Class Teachers use a variety of teaching strategies to support children with different learning styles and will adapt resources to meet the needs of individual children. This means that learning is personalised for the child. Teachers are responsible for assessing progress and setting challenging targets. Pupil Progress Meetings are held each term and through discussion between Class Teachers and the Senior Leadership Team, intervention programmes may be set up to support children to make progress.

Intervention programmes address a wide variety of children's needs from English, maths, phonics and spelling support; development of speech, language and communication; development of social skills and interaction; and emotional and health support. Intervention programmes are set up to address specific targets and progress will be evaluated after a specified time. Intervention programmes can be delivered to small groups of children and sometimes on an individual basis, depending on the child's needs.

We have a highly qualified team of specialist teachers, teaching assistants and support staff who work closely with class teachers to support children. Children may be supported within the classroom or may be withdrawn from class to another teaching area.

A medical room is available for children who may need specific medical attention during the school day.

A variety of professional outside agencies support the school on request, including the Local Authority's Special Education Advisory Service, the school's designated Educational Psychologist, the Speech and Language Therapy Service, the School Nurse, Physiotherapists and the Occupational Therapy Service, the Social and Communication Advisory Team, Hayfield Special School Outreach Team and the Gilbrook Outreach Team.

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

At Overchurch Junior School, children benefit from a range of teaching and learning styles. Our curriculum follows the National Curriculum and is enriched with local and cultural opportunities. Work is differentiated to meet the individual needs of children within each class.

5. 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 at Parents' Evenings held in the Autumn and Spring terms. You will receive a written report in the Summer term and will have the opportunity to discuss this report with your child's teacher.

Class Teachers and TA's working with your child on intervention programmes will advise you on how to support your child's learning. As a school we value the benefits of working in partnership with Parents/Carers.

Children with EHCPs and Local Authority Pupil Funding Agreements will have termly Provision Maps setting out targeted provision. These are reviewed at the end of each term and copies are shared with Parents/Carers.

Children with medical and physical needs may have an Individual Health Care Plan (IHCP) which is reviewed annually by Parents/Carers, the S.E.N.D Team and medical professionals (if required) at the beginning of each school year.

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

Our school ethos is built on the principles of all children being able to achieve and succeed through doing their very best. Throughout the school, children have opportunities to develop their learning power, confidence and self-esteem. We have a strong, nurturing team approach to supporting children. We positively promote the development of children's mental health and well-being with daily mindfulness activities built into the curriculum and bespoke well-being interventions delivered at class, group and individual levels by class teachers and our own professional therapist. Your child's wellbeing and emotional health are very important to us.

Children on the S.E.N.D. Register create a One Page Profile which outlines what is important to them and how best to support them in school. These profiles are reviewed at least annually and are a helpful way for children to voice their views. Individual Health Care Plans are put in place to support children with medical or physical needs and outline how to support the child's learning and emotional well-being. We can request support from outside agencies to help us to develop strategies and personalised programmes for children with emotional and pastoral needs.

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

Our senior leaders, teachers and teaching assistants are all highly skilled in meeting the learning, social and emotional needs of children. The school also accesses a range of specialist services including:

- Wirral Special Educational Needs Assessment Advice Team (SENAAT)
- The School Nurse (including Paediatric consultations)

- Wirral Speech and Language Therapy Service
- Wirral Schools' Educational Psychology Service
- The Primary Mental Health Team
- Gilbrook Outreach Service
- Hayfield Special School Outreach service
- Clare Mount Outreach Service
- Wirral Physiotherapy Service
- Wirral Occupational Health Service
- Wirral Vision and Hearing Support Services
- Social Services (Wirral Gateway)
- Social Care family Support Workers
- Wirral ASC Team (Social and Communication Team)
- Autism Together
- Wired / Parent Partnership
- Minority Ethnic Achievement Service (MEAS)
- Educational Welfare Service

8. What training have staff supporting children with SEN.D had or are having?

All staff have received training on the S.E.N.D Code of Practice. Class Teachers have received training on writing and monitoring Provision Maps. Support staff have been trained to work with children to develop and write One Page Profiles. Within our school, key members of staff have received training to support dyslexia, dyscalculia, dyspraxia, maths and literacy intervention, autism, ADHD, medical first aid, children with mental health issues, speech and language, social and emotional needs. Professional development is ongoing and staff receive regular training to support the needs of our children.

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

As an inclusive school, all children participate in whole school curriculum and off-site activities. Risk assessments of all off-site activities take into account the needs of children with additional needs and inform planning of activities. Some children may require additional adult support, specialist equipment or

adaptation of tasks to enable them to participate and achieve learning goals. We offer a wide range of extra-curricular activities, including many which are sports related. Children also have opportunities to take part in a variety of lunchtime activities.

10. How accessible is the school environment?

Overchurch Junior School is located on a shared site with Overchurch Infant School. All school entrances are accessible for wheelchairs. The school is a two storey building with 9 ground floor teaching areas. Teaching rooms are allocated with consideration to any children who are not able to manage to use stairs to access upstairs classrooms. The Year 3 teaching area can also be accessed from doors leading into classrooms from outside, on ground level. There is a Medical Room with a bed and a disabled toilet, and adaptations have been made to some of the pupil toilets to enable easy access. There is a shared car park for the use of school staff. Parents/Carers who are disabled or have children with disabilities may request use of the car park. The governing body will consider individual requests. The school audits accessibility for disabled pupils and parents/carers and our Accessibility Plan details planned improvements.

11. How will the school prepare and support my child when joining Overchurch Junior School or transferring to a new school?

As a Junior school we liaise very closely with Overchurch Infant school to prepare children for transition. All Year 2 children spend sessions meeting the Year 3 teachers during the Summer term. Some children who may be anxious or need more time to explore their new environment, may have an extended, personalised transition programme devised by the SENDCo's and Pastoral staff of both schools. SENDCo's, Year 2 and 3 teachers and support staff liaise very closely to share information during transition and parents are invited to be part of this information sharing process and to discuss their children's individual needs with staff. Annual reviews are held for Year 2 children with PFAs/EHCPs (or Individual Health Care Plans) and reviews are attended by our SENDCo.

If your child is transferring to Overchurch Junior School from another Primary School, we will meet with you to discuss and plan your child's transition. We will

liaise with the Head Teacher and SENDCo of your child's previous school and request for information to be sent to us.

For children in Year 6, transition planning begins once we know which secondary school children are moving to. We work very closely with the SENDCo's of local secondary schools and invite them to annual reviews. All paper work is passed on to secondary schools and information on individual children's educational, medical, social and pastoral needs is passed on through face to face meetings with secondary SENDCo's and Pastoral staff. We actively encourage and welcome parental involvement during this very important transition phase.

Within school, some children find transition from one Year group to another a stressful experience and we offer individual, enhanced transition programmes during the Summer term to prepare these children for the changes they face.

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

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support, the services of outside agencies and the time allocated to the SENDCo, or other staff, to manage and monitor support and resources. S.E.N.D provision and intervention programmes are set up to target specific objectives and to achieve measured outcomes and they are managed on an Assess, Plan, Do, Review cycle. Pupil Premium funding is allocated to support children identified as eligible for Pupil Premium and details of this funding can be found on this website under Pupil Premium.

13. 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 their class. Where children with additional needs require specific support, Class Teachers, Senior Leaders and the SENDCo will meet to discuss provision for additional support. Support will usually continue from within the classroom but may be targeted at specific times. Children may be withdrawn from class for short, targeted intervention sessions, either in a small

group or working on an individual programme. If your child is not making progress despite targeted intervention, further advice will be sought by the SENDCo from outside support agencies and Parents/Carers may be invited to a multi-disciplinary meeting to decide whether a request should be made to the Local Authority for your child to be considered for a formal statutory assessment of their special educational needs. If the Local Authority proceed with a statutory assessment your child may be granted an Education, Health Care Plan (EHCP) or a Pupil Funding Agreement (PFA) which will set out the level of additional support required. The school receives Element 2 funding for children with special educational needs and this money is spent on teaching and learning resources to support children with SEND. Children with Pupil Funding Agreements and EHCPs receive additional Element 3 funding which is specifically targeted to provide additional support, resources and intervention programmes identified at the child's annual review.

14. How will I be involved in discussions about and planning for my child's education?

We encourage all parents/carers to be involved in decisions about their child's education. We hold formal Parents' Evenings in the Autumn and Spring terms, a Meet and Greet to welcome you to your child's new Year group at the beginning of the Autumn term, and meetings related to curriculum events (eg Residential Trips) are planned into the school calendar. Throughout the year, Parents/Carers are encouraged to meet with Teachers or Senior Leaders if they have concerns about their child and Teachers may request to see Parents/Carers if they wish to discuss a child in their class. If your child has a Health Care Plan or PFA/EHCP you will be invited to an annual review to evaluate and set new targets. Through the EHCP system, some Parents/Carers may elect to have control over their child's funding and they will need to be prepared to meet with the Head Teacher and School Business Manager to discuss budgeting. As a result of the recent Covid 19 pandemic, we have successfully held meetings via Zoom when face to face meetings have not been possible.

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

The first point of contact for anything related to your child's education is the Class Teacher. You are welcome to arrange a phone call or make an appointment to meet with the Class Teacher at a convenient time. Messages can be left for Class Teachers through the school's Parent App.

For matters not related directly to your child's progress, you are welcome to contact the school office to arrange to meet with the SENDCo or a member of the Senior Leadership Team. There is a designated person on the School Governing Body for SEN.D. who can be contacted via the school office.

If you feel your matter has still not been dealt with you can follow procedures set out in our school complaints policy which can be viewed on the school website.

In accordance with section 32 of the Children's and Families Act (2014) parents/carers must be able to access information about support services for pupils with special educational needs. The Local Authority have a dedicated online website containing information on special educational needs provision in Wirral. This information can be accessed through our school website by clicking on the "Wirral Local Offer" tab.

The Wirral Parent Partnership (Wired) is a valuable organisation set up to support parents and carers. They have a lot of expertise in supporting Parents/Carers of children with additional needs.

This report was reviewed and updated in September 2022 by S. Isaacs (SENDCO), The S.E.N.D. Team, Senior Leadership Team (SLT), Governors and a group of Parents, TAs and Teachers.

It will be reviewed again in September 2023.

