



Information about the Wirral Local Offer

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support building stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, children who are looked after, family justice and special educational needs.

The Government has changed the system for children and young people with special education needs (SEN), including those who are disabled. The Act extends the SEN system from birth to 25, giving children, young people and their parents / carers greater involvement in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer details what local services are available to support disabled children and children with SEND and their families. This easy to understand information sets out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

What does it do?

The Wirral Local Offer provides parents / carers with information about how to access services in their area, and what they can expect from those services. It lets parents / carers and young people know how school and colleges will support them, and what they can expect across local schools and colleges.



St Bridget's C of E Controlled Primary School

Special Educational Needs Disability

Information June 2023 – July 2024

Headteacher	Neil Le Feuvre
Special Educational Needs and Disabilities Coordinator (SENDCo / SENCo)	Alexander Coughlin
Governor with responsibility for SEN	Sarah Collins
Address	St Bridget's C of E Controlled Primary School St Bridget's Lane West Kirby
Email	schooloffice@stbridgets.wirral.sch.uk
Telephone	0151 625 7652
Local Offer Website	https://localofferwirral.org/
Age Range	4-11

How do schools know if children need extra help?

We know when children need help if:

- Concerns are raised by parents / carers, teachers or the child
- Limited progress is being made
- There is a change in the child's emotional well-being or progress.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns then contact the SENDCo.

How will I know how the school support my child?

- Each child's learning will be planned by the staff involved in your child's education and tailored to suit their individual needs. This may include targeted support.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the child may be offered support in a group or individual intervention. The length of time of the intervention will vary according to need and monitored regularly. If you have any questions related to the interventions please do not hesitate to contact the class teacher or SENDCO.
- As parents / carers, you will have regular opportunities to discuss your child's progress within school. This shared discussion may highlight any potential problems in order for further support to be planned.
- In some cases, a referral may be made to seek further advice through in order to discuss the most appropriate way forward with an educational psychologist and other professionals.
- Occasionally a child may need more expert support from an outside service such as Speech and Language Therapy, Educational Psychologist or Occupational Therapy.
- Any referrals to outside agencies require parental consent.
- The Governors of St Bridget's C of E Controlled Primary School are responsible for entrusting a named Governor who will monitor the SEND provision and use of funding in the school. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treat all children and staff in an equitable way. They monitor and review the accessibility plan; all other statutory policies and provision as defined by the Department for Education.

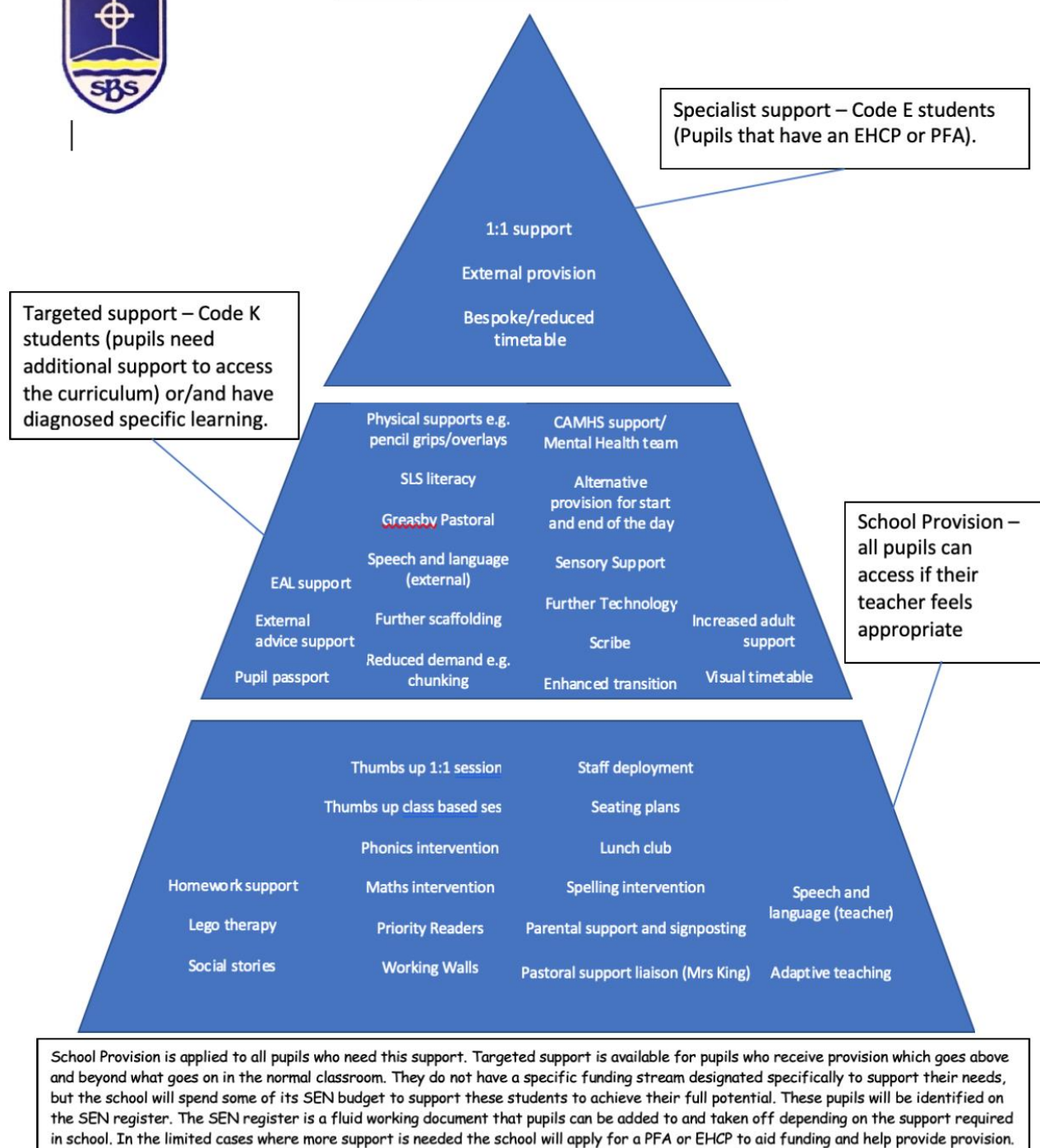
How will the curriculum be adapted to meet my child's needs?

- All work within the classroom is tailored to individual children's needs by the class teacher to best enable children to access to a broad and balanced curriculum.

- Teacher and Teaching assistants (TAs) may be allocated to work with a child in a 1-to-1 or small focus group to target more specific needs during lessons, however much of the support is shared within the classroom and aims to build independence and resilience within our SEND learners.
- If a child has been identified as having an additional need, they may be given pupil passport; and adaptive teaching may be used to make adjustments to their provision. These will be reviewed by staff and the SENDCO.
- If appropriate, specialist equipment may be given to the child e.g. writing slopes, concentration cushions, pen / pencil grips or easy-to-use scissors.
- Please also see our accessibility plan, available on the school website or by request from the school office.
- See below our Tier of Intervention Structure to see some of the adaptations made to facilitate learning and inclusion –



St Bridget's Tier of Intervention Structure



How will I know how my child is doing?

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- Pupil targets will be reviewed by staff and the SENDCO at least three times a year.
- In addition, if your child has an EHCP, this will be reviewed at a formal annual meeting.
- You will also be able to discuss your child's progress at parents' evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require.

How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The Class Teacher or SENDCO may meet with you to discuss how to support your child and may suggest strategies to use or signpost to external services that are available.
- If outside agencies or the educational psychologist have been involved, support and strategies may be provided and could be used at home.
- This home-school partnership is an essential, two-way process.

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

Our school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:

- Members of staff are readily available for children who wish to discuss issues and concerns.
- Additional support may be provided for children who find social times challenging. We have a tiered structure that children will progress through depending on the severity of need.
- We work both with the Local Authority services and private services to try and offer as much support as possible in this area.

Children with medical needs:

- If your child has a medical need then a detailed care plan will be provided by a medical professional. These are shared with all staff involved with your child.
- Staff receive EpiPen/ diabetic/ epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers medicines are administered inschool but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please refer to the school's administering medicines policy.
- Identified staff have first aid training.

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

- At times it may be necessary to consult with outside services to receive their more specialised expertise. These can be located in the Wirral Local Offer on the website <https://localofferwirral.org/>
- The school will work with a variety of privately commissioned services to try and counter overloaded services and speed up referrals and support e.g. speech and language specialists, therapists, psychologists

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

- Different members of staff have received training related to Special Education Needs and Disabilities. This includes sessions on:
 - Cognition and Learning (e.g. Dyslexia)
 - Communication and Interaction (e.g. speech and language difficulties or ASC)
 - Physical and Sensory needs (e.g. co-ordination needs)

- Social, Mental and Emotional Health (e.g. ADHD)
- The SENDCOs hold Qualified Teacher Status and has relevant experience. They have also achieved the SENDCO award with merit, in line with statutory guidance.
- All Staff are members of the National College who have training available in all areas that affect school life and SEND. This allows us to quickly train to meet emerging need.
- Staff have scheduled Team Teach L1 training in order to positively affect behaviour and attempt to help pupils emotionally regulate, in order to avoid them reaching a crisis point. This will positively affect all pupils and enable school to have a consistent and positive approach.

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

- Activities and school trips are available to all in line with our SEN policy.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, you may be asked to accompany your child during the activity.

How accessible is the school environment?

- In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- School is responsible for setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- As a school we are happy to discuss individual access requirements.

How will the schools prepare and support my child during transition in school and between settings?

- Discussions and / or information handovers between the previous or receiving schools / settings happen prior to the child joining / leaving.
- A child with any sort of need may be selected for an enhanced transition to secondary school. Whilst it is up to the secondary school to select what an appropriate enhanced transition will look like the SENCo and Year 6 staff will ensure that the secondary school is aware and informed of a child's need in advance so this can be facilitated.
- All children attend transition sessions between year groups where they spend some time with their new class teacher and other members of staff.
- Additional visits can also be arranged for children who need extra time with their new teachers. This will be done at the schools discretion.
- School staff are always willing to meet parents / carers prior to their child joining the school.
- EYFS staff visit children and invite them into school prior to them joining us.
- Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the Local Authority, parents / carers and, where appropriate, the child.

How are the school's resources allocated and matched to children's special educational needs?

- The school has a SEND budget is allocated to each financial year in line with the SEND Code of Practice.
- This can be used to provide additional support or resources dependant on an individual's needs.
- Dependant on budget; additional support and resources may be deployed to aid children's learning.
- The level of support will vary dependant on the needs of the child.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with teachers, SENDCO and Senior Leadership Team (SLT).
- Decisions are based upon termly tracking of child progress and/ or as a result of assessments by outside services.
- If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions may be arranged.

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

- All parents / carers have a responsibility to support their child's education.
- Parents / carers support home learning.
- Discussions with teachers / SENDCO / other professionals.
- Attendance at Parents' Evenings

How will my child's views be taken into account?

- Children are involved in the setting of personalised targets.
- Discussions around aspirations for the future will inform the content of any personalised planning.
- Pupil voice is valued and encouraged.
- Attendance at review meetings is welcomed where appropriate.

Who can I contact for further information?

- If you have further questions and concerns regarding SEND, please contact the school to arrange a meeting with the relevant staff member.
- It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. St Bridget's C of E Controlled Primary School take concerns seriously and will make every effort to resolve the matter as quickly as possible. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the SENDCO, may refer you to another staff member or the Senior Leadership Team.
- We understand however, that there are occasions when people would like to raise their concerns formally. In this case, we will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

We hope these have answered any queries you may have but do not hesitate to contact school if you have further questions. We review this SEND report annually and would like any feedback parents might have on its content. It is important that this document is considered useful to parents. Therefore, we would appreciate parent's input as to whether the sections are clear and whether anything could be added or changed. Parents have the opportunity to respond through discussion with the SENDCO.