‘Love your neighbour as yourself’ (Lk 10;27)

St Bridget’s C of E Controlled Primary School

Special Educational Needs Disability

Information Statement September 2026 – September 2027

St Bridget’s aims to provide each individual pupil with the opportunities to fully develop their intellectual, social, moral, cultural and physical skills within a caring and secure environment.

St Bridget’s C of E Controlled Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. This will be made accessible to them, and they will have opportunity to be fully included in all aspects of school life.

St Bridget’s Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way as we must treat each child as an individual and respond to their needs, and we will respond to learners in ways which take account of their varied life experiences and needs.

This information is to help you understand the way St Bridget’s meets the need of children who experience barriers to their learning in the four key areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical.

We recognise that pupils learn and make progress at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, this may be a short- or long-term difficulty. At St Bridget's Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

At St Bridget's C of E Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. In terms of what we offer children with Special Educational Needs and/or Disabilities will be different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant St Bridget's C of E Primary staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist, SENAAT or an Educational Psychologist.)

In our school, the role of the Special Educational Needs Coordinator (SENCO) is to:

- Manage the day to day operation of the school's SEN policy
- Co-ordinate the provision for and manage the responses to children's needs
- Provide support and advice to colleagues
- Ensure high-quality teaching is available for all SEN children
- Oversee the records of all pupils with SEN
- Act as a link between parents and school
- Act as the link with external agencies and other support agencies
- Monitor and evaluate the SEN provision and report to the Headteacher and Governing Body
- Manage a range of resources to ensure appropriate provision to be made for children with SEN

All our staff have responsibility for pupils with SEN. Teaching staff are aware of their responsibilities towards pupils with SEN, with our Teaching Assistants playing a key role in the support of our special educational needs pupils. If you have any concerns regarding SEN matters, please feel free to make an appointment to discuss this with our SENCO, Mrs Ross

What is the Local Offer?

The LA Local Offer: The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. You can access the Local Offer at: SENDLO Wirral

What is the School Offer?

'School Information Regulations' require schools to provide information on Special Educational Needs and Disability (SEND). The SEN Information Report or 'School Offer' will identify all information related to special educational needs and disabilities in their school. Questions devised in consultation with the Parent Family Forum and other agencies. Each school will answer them as a way of providing clarity of information to parents and carers to enable them to make decisions

about how best to support their child's needs. Here at St. Bridget's we have responded to those questions in the light of our current provision and resourcing at school for all areas of SEND. Our offer is underpinned by the school's SEND Policy which can be accessed via our website.

Below are 15 frequently asked questions and the responses that relate to St. Bridget's C of E Primary.

1. How does St Bridget's C of E Primary know if children need extra help and what should I do if I think my child may have special educational needs?

All pupils are assessed as they progress through the school, so that we can build upon their prior learning. Children may be considered to have a learning difficulty if;

- They have significantly greater difficulty in learning than the majority of children of a similar age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

We recognise that pupil's needs should be identified and met as early as possible. The SENCo works closely with the teaching staff, using our school tracking data as an early identification indicator. Intervention is triggered where pupils:

- Make little or no progress over a period of time.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional or behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory or physical impairment and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make limited or no progress despite accessing a differentiated curriculum.

The class teacher is the first point of contact for parents who think their child has additional needs. They would also inform parents at the earliest opportunity to alert them of any concerns. Following this the class teacher may liaise with the Special Educational Needs Co-ordinator (SENCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required. School will put in place intervention that is different from or additional to those provided as part of the school's usual work practice.

2. How will St Bridget's C of E Primary staff support my child?

At St Bridget's C of E Primary, we offer many different forms of additional provision. The first of which is excellent targeted classroom teaching known as Quality First Teaching. For your child, this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or using technology to support.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Other additional provisions can include additional in-class support; additional out-of-class support; one-to one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCo and is designed and implemented by the teachers, supported by our Teaching Assistants.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be connected with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control). The most important point for success is that additional provision depends on the needs of the child.

The class teacher plans for all the pupils in his/her class, differentiates and personalises accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or sometimes individually by both the class teacher and the teaching assistants.

Support and intervention review meetings are held termly to discuss progress of pupils receiving the support or intervention. These meetings are held with the SENCo. Termly Outcomes meetings are held at the end of each term to discuss the progress of all pupils, including SEN, with the Headteacher and the SENCo. The shared discussions will highlight what further support or intervention may be needed to increase progress and diminish the difference between the child and his/her peers in order to meet end of year targets. Regular book scrutinies and lesson observations are also carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made through the appropriate pathways, with your consent. For your child this would mean they will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. The outcome of this referral will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets, which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.

- A group or individual work with an outside professional.
- For your child to use specific equipment in the classroom to support their access.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention.

Some children require specified individual support above and beyond the school support threshold. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual, small group or specialist teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- 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 which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all 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 with the support they can offer without the additional funding.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than normal threshold of support in school to make good progress. If this is the case, they will write a Statement of Special Educational Needs or an EHC Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult, if required, may be used to support your child with whole class learning, run individual programmes or run small groups that include your child. They may also facilitate time for the class teacher to focus on your child or group's including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

A formal review is held once a year if a child has an Education Health Care Plan (EHCP), Pupil Funding Agreement (PFA) and Element 3 funding to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on year group provision maps and group intervention records. Examples of intervention groups are; fine motor skills, co-ordination, Lego therapy, speech and language programmes, phonic and spelling support. Where necessary, Individual Education Plans outline targets and strategies planned for your child's intervention

groups and copies of these sent home. Your child's view is valued and an important part of the process.

The Governors at St Bridget's C of E Primary School are responsible for the overseeing of all procedures in school and are regularly in school.

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

All children have an entitlement to a broad and balanced curriculum and St. Bridget's pupils benefit from:

- a range of teaching and learning styles;
- a carefully differentiated curriculum with clear learning objectives;
- a range of differentiated or personalised 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;
- a broad range of extra-curricular activities (including our residential visits in Year 6).

Specifically, for children identified as having a Special Educational Need:

- class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met;
- specially trained support staff can adapt the teachers planning to support the needs of your child where necessary;
- specific resources and strategies will be used to support your child individually and in groups;
- planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, resilience and independence.

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

The class teacher is available to discuss your child's progress or any concerns you may have. They will be able to share information about what is working well at school so similar strategies can be used at home. The SENCo is also available to meet with you to discuss your child's progress or any concerns or worries you may have. If an outside professional, such as Speech & Language Therapist (SALT) help to support your child, all information from them will be discussed directly with you, or where this is not possible, the information will be shared in a report. Typically copies are sent to school from the outside agencies.

Other strategies used to support your child may include:

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

Your child's well-being and emotional health is as important as their academic progress. The views of the children are always listened to and taken seriously and the teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Our school Behaviour Policy is structured around positive reinforcement with a number of initiatives included in order to celebrate success and Individual behaviour plans are used should there be the additional need and deemed appropriate for the child.

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- The use of Person Centred Profiles
- Additional small group support programmes; eg. Time to Talk, Socially Speaking, Social Skills.
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nursing Team , in consultation with parents/carers.
- We have a school well-being mentor who is privately employed to support children in our setting.
- We have a school based ELSA.
- We work closely with the NHS mental health service. They offer parental workshops as well as working with targeted children and families.

We pride ourselves on how we promote children's well-being and emotional health at St Bridget's C of E Primary School.

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

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

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools
- Specialist support from Autism Social Communication Team (ASC)
- Social services – Wirral Gateway
- Paediatricians – accessed via school nurse and/or GPs
- Local Authority EHCP/PFA Team
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)
- CAMHS / Wirral Mental Health Team
- School counsellor through Kids Dot Calm
- Greasby Pastoral Service

- Kooth

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

Our staff are well trained in dealing with a huge range of SEND and the school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Members of staff have received training related to SEND including sessions on:

- Social Communication Difficulties
- Speech and Language
- Dyslexia & Dyscalculia
- Visual Stress
- Attachment Disorder
- Child Bereavement
- ADHD
- Mental Health
- Growth Mindset
- Social Emotional Behavioural Needs
- First Aid

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Professional Development is ongoing and our staff receive regular training to support our pupils.

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

We actively try to ensure that all of our extra-curricular activities are adapted for children's specific needs. We will endeavour to allow all children to access activities around the classroom, including PE. We always try to choose school trip venues carefully so that all children can access the experience. When needed we work closely with parents, so that support and help can be provided to allow the best access possible for your child.

We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council and Rights Respecting Steering Committee).

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.

9. How accessible is the school environment?

St Bridget's C of E Primary School is a single story building, however there are internal steps placing some classrooms on different levels. The building is accessible to children with physical

disability via ramps. Additionally, the school is equipped with lifts giving access to each level. The school is also equipped with a disabled toilet and shower access and we ensure that equipment used is accessible to all children regardless of their needs. The classrooms have plenty of access, doors are wide and the site is both safe and secure.

10. How will the school prepare and support my child when joining St Bridget's C of E Primary School or transferring to a new school?

Parents and children are welcome to look around St Bridget's C of E Primary School to see what provision we offer and whether you feel we can meet the needs of your child. This is easily arranged vis the school office. If your child is particularly worried or anxious, transition visits can be made available and the child be given an opportunity to meet their new class teacher and class mates. Often we find a short transition is most successful.

Transition within the school from one-year group to another can cause anxiety for some. Because of this, we have designated transition time where staff are able to meet and discuss all of the children in their care and are able to explain any specific needs or strategies children require. In addition to this all records are passed up before the start of the new school year. For the children, a class 'swap-over' session is provided. During this time, the classes go to their new classroom and meet their new teacher or teachers towards the end of the summer term before their move in September.

Transition to secondary school can be a worrying time for both parents and the child so at St. Bridget's we provide an enhanced transition for those pupils who require it. This includes additional transition visits and talks at length to Secondary teachers and the school's SENCo about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. In addition to this, we provide transition lessons for those children in Year 6 to enhance the preparation for secondary school. This is achieved through the PHSE curriculum as well as our working partnership with the cognitive behavioural therapy service.

11. 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/outside agencies and time allocated to the SENCo to manage and monitor the support. Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years. Schools also receive funding for children who have been 'looked after' continuously for more than six months, and the children of service personnel. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most. In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need. Schools are held accountable for the spending of Pupil Premium and the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The OFSTED Framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Parents can find information about St. Bridget's C of E Primary's Pupil Premium on the school website.
In very specific circumstances funding can be allocated if a child requires above and beyond regular school practice in order to access school life. In this case the school would apply for an EHCP (educational and behavioural needs) or Element 3 funding (medical needs) in order to provide further support.

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

The school budget, received from Wirral LA, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children receiving 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.

All resources/training and support are reviewed regularly and changes made as needed.

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

13. 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
- Parents' evenings
- Curriculum evenings
- During discussions with other professionals
- Secondary and FS2 New Parents transition meetings
- Questionnaires
- Annual reviews
- Support plans for pupils will be shared termly. Parental feedback on these are always encouraged.

14. How will information about my child be circulated to all members of staff and who will be responsible for that?

The class teacher/SENCo will share all relevant information with the staff that need to know, this will be handled in a professional and confidential manner. Copies of external advice, EHCPs, PCP and any other documentation will be stored centrally by the SENCo with copies shared with the relevant staff members.

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. Home School books can be used for communication or staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. The SENCo (Mrs Ross) is available for further conversation whenever necessary.

We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis. If you feel your matter still has not been dealt with you can request a meeting with the Headteacher (Mr Neil Le Feuvre) or contact the SEN governor (Mrs Sarah Collins).

For all meetings, please telephone the school office on **0151 625 7652** to make an appointment.