



SEND Information Report

2024/25

Date of report: October 2024

SENDCO - Mrs B. Taylor

SEND Governor: Mrs J Nelson

The local authority's local offer can be found at

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Special Educational Needs Information Report

Welcome to our SEN information report which is part of the Sefton Local Offer for Learners with special needs. All schools are supported to be inclusive, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What are Special Educational Needs (SEN) or a Disability?

At Rimrose Hope we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

Special Educational Needs:

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.

Learning Difficulty

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision

Educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

If you want to know more about how your child is supported in school, your first point of contact is the class teacher and you should call the school office to request a meeting on 0151 288 6508. If you would prefer to speak to Mrs. Taylor, our Special Educational Needs Co-ordinator, please contact her on 0151 288 6519.
(Tuesday/Wednesday)

The kinds of special educational needs for which provision is made at Rimrose Hope

The four broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health Issues
4. Sensory and Physical

At Rimrose Hope CE 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. We have a dedicated staff that have experience of supporting children with Autism, Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Hearing and Visual Impairments; Specific Learning Difficulties such as dyslexia and various social and emotional needs. In addition to our staff we also work closely with a range of outside agencies to support the wide range of special educational needs.

Procedures for identifying pupils with SEND and assessing their needs

Early identification of pupils with SEND is important in overcoming barriers to learning.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised relating to inadequate levels of progress or inclusion by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves.
- Screening indicates a gap in knowledge and/or skills including difficulties characteristic of a dyslexic profile
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

How are decisions made about how much support individual pupils receive?

- Progress is tracked and some children will receive intervention catch up sessions delivered by a teacher or teaching assistant
- Some children may receive additional support within lessons by the teacher or teaching assistant.
- Teaching assistants may be deployed to deliver small group/1:1 specialist sessions e.g. Speech and Language programme.
- When a pupil is consistently and significantly falling behind normal expectations consideration will be given to the pupil's own individual needs and possible referrals to outside agencies will be discussed with parents/carers.

How does the school know if the extra support is helping pupils make progress?

- Progress is regularly tracked and recorded.
- Provision and interventions are reviewed rigorously within school to ensure their effectiveness and measure their impact. Interventions that are not found to have an impact are discontinued.
- Learning walks inform the SENCO and Leadership Team of the quality of provision

How does the school assess and review the progress of children with special educational needs?

The process for implementing SEND support is described in the 2014 Code of Practice as the Graduated Approach and has four stages.

1. Assess

The class teacher and SENCO gather all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches. A decision will be made as to whether the child should be added to the Special Educational Needs Register in consultation with the parent.

2. Plan

Depending on the level of need, a Student Information Profile or a Special Educational Needs Support Plan is put together to outline the methods to be used in order to achieve specific outcomes. The Special Educational Needs Support Plan is for children who may need more in depth support, including that from outside agencies. These documents includes details such as: High Quality teaching approaches that are effective to enhance pupil's learning, reasonable adjustments that must be made to assist a child in achieving specific targets and any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher. Parent and child views and details of outside agency involvement are also included in each document.

3. Do

The Support Plan/Student Profile becomes a working document and is annotated to show progress towards outcomes and/or adjustments made to determine progress. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.

4. Review

Targets are reviewed termly by the class teacher, Phase Leader and SENCO. These will be discussed with the child, parents and any outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

5. Further options

- Further assessment may be requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- To request top up funding from the local authority if cost of support goes beyond the £6,000 threshold that is the school's responsibility. The teacher and SENCO will complete a high needs application which shows that their plan is efficient and likely to succeed.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's education needs, the child has not made expected progress, the school or parents may consider applying for an Education, Health and Care Assessment of Needs (EHCP) by the local authority.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

At Rimrose Hope Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all.

School has easy access to all areas, there are ramps and levelled areas outside, and there is a hoist and changing facility including a shower on the ground floor. Toilets for disabled children are situated around the school and there is a lift for access to the first floor. In the event of a fire, there is an evac chair situated on the 1st floor.

The SEND budget is mainly used for additional SEND staffing; however there is an annual allocation of funds to support the purchase and development of specialist and other supportive materials.

Arrangements for consulting parents of children with SEN and involving them in their child's education

How are parents/carers informed about their child's needs and what support they are receiving?

- Parents will be invited to an initial meeting to discuss their child's needs; this will involve the SENCO and the class teacher.
- External professionals may be involved and will meet parents to gather information and seek views before assessments are made.
- Parents will be invited to meetings throughout the year and will be encouraged to talk to the teacher and/or SENCO if they have any concerns.
- Reviews and Annual Reviews will be timetabled and parents and professionals will discuss children to assess progress and support.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parent evenings are held termly for all pupils.
- Through meetings with the teacher, SENCO and/or relevant external professionals.
- Parent coffee mornings
- Annual reviews are held for pupils with high needs funding and those who have an Education Health Care Plan.

Arrangements for consulting young people with SEN and involving them in their education.

How are children included in discussions about their education?

- Children who have one page profiles, SEN Support Plans and EHCPs are asked to identify their strengths and weaknesses.
- All children who are screened for dyslexia are given the opportunity to complete a pupil questionnaire
- Evaluation forms for all children (differentiated) after completing a topic
- Regular discussions with outside agencies

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

What expertise and training do the staff who support SEN pupils have?

- The SENCO attends the Local Authority/STRAND Network and Consultant led SEN briefings throughout the year.
- Staff attend specialist courses which include training in Speech, Language and Communication to support specific children and learning how to support children with Autism and ADHD
- Regular meetings are held for support staff within school to share good practice.
- We hold the British Dyslexia Association Quality Mark for Dyslexia Friendly Schools and staff are provided with regular updates and training with regard to helping children with a dyslexic profile.
- Mrs Taylor has an MA in SEND, a Diploma in Children's Autism, Cert. in Psychometric Testing, and is currently working towards a Certificate in SPLD (Dyslexia).
- Some of our teachers and teaching assistants are certified Feuerstein practitioners

What specialist support or services does the school access for pupils with SEN?

- Educational Psychologist (Local Authority)
- Educational Psychologist (Private) Dr. J Craig
- Sefton Educational Needs and Inclusion Services
- Sefton Social Communications Team
- Speech and Language Therapy Service
- Specialist Nurses (e.g. diabetes, ASD, ADHD)
- School Nurse
- Physiotherapy
- Occupational Therapy
- Specialist PE Coach
- Mental Health Support Team
- Play Therapist

Approaches to teaching to accommodate all children

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- All classrooms have overhead projectors and smart boards
- We have the Dyslexia Friendly Schools Award meaning that all classrooms and resources have been adapted to meet the needs of pupils with Literacy difficulties (see additional information below in our Dyslexia Friendly Schools Policy)
- In respect to pupils with English as an additional language we access support from the EAL team who are part of Sefton's Complementary Education Department and follow their recommendations.

Arrangements for the admission of disabled pupils

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.
- We have a range of specialist facilities including a lift, accessible classrooms, an evac chair and play areas and toilets for disabled pupils.
- Meetings are held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.
- Appropriate support will be provided.
- Training will be provided for staff.
- Regular reviews will be planned, which include the pupil's views.
- Support will be sought from Sefton Inclusion Department's Complex Needs Team

What arrangements are made to support pupils with SEND taking part in activities outside the classroom including school journeys with those who do not have SEND?

- ALL children are included in trips and visits as well as residential visits. We provide teaching assistant support and appropriate transport (either hired transport or the school minibus) to enable this to happen. All visits are risk assessed and appropriate safety measures are put into place.
- During offsite activities (residential), school have instructed specialist or additional instructor and support staff.
- ALL of our children, including those with SEND have the opportunity to attend a range of after school clubs.
- Arrangements are made so that all children in Key Stage 2 can attend swimming sessions.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

How will the school prepare and support pupils who are transferring to a new school?

- Staff may visit the new school with the child.
- All information will be transferred.
- The SENCO will be invited to observe the child at the current school and invited to attend a review and planning meeting.
- Transition meetings with Year 6 teachers, SENCOs and High Schools

How does the school prepare their pupils for their next stage of education and for adult life?

- Transition visits to their new school - some children with SEN will be given several transition visits
- Transition books including photographs and timetables
- Parents' meetings
- Sharing information between schools and families
- Holding early review meetings which both schools attend
- Holding multi agency meetings to discuss transition arrangements
- Seeking pupils and parents views throughout

Support for improving emotional and social development

How does the school support pupil's overall well-being?

- We provide many enrichment activities including after school clubs and trips.
- We teach children how to keep themselves healthy and safe.
- Children attend their annual review meetings to share their views
- Our website has an app for parents and pupils to contact staff regarding concerns (Whisper and Tell Rimzo)
- External professionals will support where necessary to advise children and families who have particular concerns or requirements.
- External professionals deliver specialist sessions in school e.g. Sex Education, Quality and Diversity, Watersafety, Childline, Active Sefton
- School based mentor
- Rewards systems including an on-line reward system where the pupils earn points
- Weekly assemblies celebrating children's successes, good news notes home, weekly celebration assembly
- We are part of the South Sefton Mental Support Team and have an Education Mental Health Practitioner who works with our school to provide 1:1 intervention, parental support and advice on whole school mental health and wellbeing.
- Kooth Assembly in Year 6 and free use of Kooth App
- Play therapy
- Yoga
- Positive Playtimes
- Movement and Mindfulness through Story Time
- Transition and Wellbeing Workshops with South Sefton Mental Support Team
- SWACA Workshops

Complaints procedure

SEN Complaints

In line with our general complaints procedure, parents are advised to seek resolution of complaints firstly through the class teacher. If you would like further advice please feel free to contact Mrs Taylor or Mrs Nelson and they will ensure that your concerns are addressed.

Contact details of support services for the parents of pupils with Special Educational Needs

Sefton's Information, Advice and Support Service (SENDIASS)

0151 934 - 3334 or <https://barnardossendiass.org.uk/sefton-sendiass/>

Information, Advice and Support Services - Key Points

- IAS services are a statutory service that provides information, advice and support to disabled children and young people, and those with SEN, and their parents (who have children/young people 0-25 yrs).
- IAS services are required to be impartial, accessible and free.
- IAS staff are independently legally trained.
- Confidential and impartial information, advice and support to parents, children and young people (16+) on their own, if requested.
- Information about Sefton's Local Offer

Key working support such as:

- Individual casework and informal advocacy.
- Support in attending meetings, contributing to assessments and reviews.
- Information, advice and support on subjects including local policy and practice, personalisation, personal budgets, preparation for adulthood, the law on SEN and Disability, Health and Social Care.
- Participating in decisions about outcomes for the child or young person. Where requested by parents or young people seeking an EHC plan, and subject to availability, the offer of an Independent Supporter - a trained, independent individual from the voluntary or private sector, to help them through the statutory process, from requesting an assessment through to the agreement of the EHC plan and any associated personal budget. Also information about existing Special Educational Needs (SEND) Plans the review process.
- Information, advice and support about Additional SEN Support.
- Individual casework and representation.
- Support in preparing for and attending meetings.
- Help in filling in forms and writing letters/reports.
- Help when things go wrong, including resolving disagreements and providing support to manage mediation, appeals, exclusions, and complaints on matters related to SEN.
- Working separately and impartially with young people and their parents to resolve any disagreements between them.

- Support in preparing for Special Educational Needs and Disability Tribunal (SENDIST) tribunals.
- Signposting to other local or national sources of advice, information and support.
- Links to local parent support groups and forums.
- Information on the role of Independent Supporters (IS) and how to access this support.
- Contributing to strategic development of services by the Local Authority / CCG.
- The obligations and expectations of an Information Advice and Support (IAS) Service are set out in Chapter 2 of the **SEND Code of Practice**
- The standards expected of IAS Services can be found in the Information, Advice and Support Services Network (IASSN) Quality Standards

IAS support with information about Sefton's Local Offer

- The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND).
- The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

How to make a Referral

Primarily the service operates a 'self-referral' process. However, on occasions it may be considered appropriate for a professional to make contact with the service on behalf of the parent or young person. The service will act upon such requests only on the full understanding that consent has been given by the parent or young person.

Aiming High

0151 288-6811 or aiminghigh@sefton.gov.uk

Aiming High for Disabled Children is there to make sure disabled children, young people and their families have the same access to fun, fulfilling activities and life chances as those without disabilities.

They provide specially tailored sessions during term-time and holidays that young people can access and specialist support when young people reach key 'transition points', such as moving from education into employment.

CAMHS

0151 228 - 4811 or camhs.referrals@alderhey.nhs.uk

Alder Hey CAMHS offers specialist services to support children and young people in Liverpool and Sefton, up to the age of 18, who are experiencing mental health difficulties.

They also provide support to their families or carers.

Some of the issues that they can help with include:

- Anxiety
- Attachment Difficulties
- Conduct/Behaviour Problems
- Depression
- Eating disorders
- Emotional and Behavioural difficulties in children with Learning Disabilities
- Obsessions and Compulsions
- Psychosis
- Post-Traumatic Stress Disorder (PTSD)
- Self-harm
- More complex psychological difficulties

For children with low level anxiety and worry, you can discuss a referral to the Mental Health Support (Ask Mrs Ginn)

Other support agencies:

• ADDvanced Solutions <https://www.addvancedsolutions.co.uk/home.html> (see our website for the latest newsletter)

• National Autistic Society for Autistic Spectrum Disorders - <http://www.autism.org.uk/>

• Scope for families of children with physical or learning disabilities

<https://www.scope.org.uk/support/families/primary>

• ADHD Liverpool <https://www.adhdfoundation.org.uk/>

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

Supporting pupils at school with medical conditions December 2015.