SUTTON OAK CHURCH OF ENGLAND PRIMARY SCHOOL

SEND INFORMATION REPORT

*At Sutton Oak C.E. Primary School we strive to support **all** children to enable them to achieve at school.*

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at Sutton Oak is Mrs McGovern.

Our SEN Information Report contains information for parents/carers of children who have Special Educational Needs (SEN) or a disability. The report outlines the support and provision they can expect to receive whilst attending Sutton Oak CE Primary School

1. How are Special Educational Needs defined?

A child or young person has Special Educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

2. How does Sutton Oak C.E. Primary School know if children need extra help?

The school is committed to early identification of Special Educational needs (SEN) and adopts a graduated response in line with the Code of Practice (2015). Children are usually identified as having SEN in two ways. Firstly, a child may have had his/her needs identified prior to admission, by a previous setting or health professions. Liaison will take place with relevant professionals to ensure that the child's needs have been clearly identified and that an appropriate plan of action is in place. Secondly, a child is identified as having SEN after s/he has joined our school. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the child is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Where appropriate, the SENDCo will observe the child in various situations, carry out screenings if appropriate and discuss his/her findings with the class teacher, parents and child if appropriate. Assessments may also be carried out by other professionals e.g. TESSA staff, Educational Psychologist, Speech and Language Therapists, and so on as necessary.

If a pupil is identified as having SEN, we will provide support that is 'additional to' or 'different from' the learning arrangements normally provided as part of 'quality first teaching' intended to overcome barriers to their learning. Additional support,

resources or interventions may be implemented. When providing SEN support we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional assessment and support will be provided to help overcome the barriers.
Do -– providing the support – extra assistance for learning.
Review – measuring the impact of support provided, and consider whether changes to that support need to be made. This stage then informs the next cycle.

3. Who is the best person to talk to about my child's difficulties with learning/SEN?

If you have concerns about your child's learning please contact the class teacher, you don't have to wait until a Parents' Evening. The class teacher will feed back any concerns that a parent may have to the SENDCO and or Pastoral Team as appropriate. Please refer to our 'Graduated Approach' detailed on the school website for further information.

4. How will Sutton Oak C.E. Primary School support my child?

If a child has been identified as having a Special Educational need or diability, they will be placed upon the school Special Educational Needs and Disabilities Register.

Your child's needs will be identified after a period of monitoring and intervention, of appropriate. All staff working with your child will be aware of their needs and how best to support them. The provision will be reviewed and revised each term by the class teacher and discussed at Parents' Evenings where you will be given the opportunity to contribute and discuss how you can support your child's learning at home.

If a child has a significantly high level of need we may make an application for additional funding from the Local Authority. We may also make an application for Education, Health and Care Needs Assessment (EHCNA) for our children with the highest levels of need.

Occasionally a pupil (and/or their family) may need support from our Pastoral Team via bespoke interventions or EHAT meetings (Early Help Assessment Tool). We also access specialist support from an outside agencies which are further detailed in part 10 of this document.

The Governors of Sutton Oak C.E. Primary School are responsible for entrusting the Headteacher to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible

and treats all children and staff in an equitable way. They monitor and review the SEN policy and all other statutory policies as defined by the DfE.

5. How will I know how my child is doing?

For all parents, there are termly Parents' Evenings where you will be able to discuss your child's progress and will also receive an annual report. If your child has a support plan in place, this will be discussed and shared at Parents' Evenings.

If your child is in receipt of a EHCP, there will be a formal review meeting held annually.

Parents are are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home, either individually or via group workshops such as Family Learning.

6. How will Sutton Oak CE Primary School help me to support my child's learning?

Your child's class teacher may suggest ways of how you can support your child at home, if applicable, this will be documented on your child's support plan.

Mrs McGovern or Mrs Bradshaw (Pastoral Manager) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. You may be signposted/referred to outside agencies such as The Family Hub, Parenting Team, Incredible Years, Triple P or Addvanced Solutions for training and support.

If outside agencies have been involved, suggestions and programmes of study may be provided that can be used at home.

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

Children with SEN may need extra support or different help, for example modified tasks, extra time or breaks in formal assessments. Teachers, teaching assistants or specialist staff may be allocated to work with the pupil in a 1-1 or intervention group to target more specific needs. Their work may be differentiated and/or adapted by the class teacher, as appropriate, to enable them to access the curriculum more easily and, if appropriate, specialist equipment may be given to the pupil e.g. Maths manipulatives, spelling banks, writing slopes, coloured overlays, wobble cushions, fidgets, pen/pencils grips or easy to use scissors.

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

At Sutton Oak CE Primary School, a child's physical and emotional wellbeing is of paramount importance. Our school values –friendship, compassion, forgiveness, respect, reverence, truthfulness, trust, perseverance and thankfulness, underpin all that we do at Sutton Oak.

We employ the Zones of Regulation curriculum to promote self reflection and regulation strategies, providing a toolkit for children to use when experiencing a range of emotions.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. We have an experienced 'Pastoral Team' consisting of Mrs Bradshaw (Pastoral Manager) and Mrs Atherton (Pastoral Support Worker).

The SENDCo and Pastoral Team work closely with health agencies and the school nurse where appropriate to support children and families.

All children have varying degrees of access to our Sensory Room and/or Sensory 'Regulation Stations' dependent upon need.

Pupils with medical needs

- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from Health Services and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed

- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

9. What happens if my child has a high level of need?

If your child's needs are complex, we may, with parental consent, request an Education, Health and Care Needs Assessment (EHCNA). This assessment may lead to an Education and Health Care Plan (EHCP). This document will describe your child's SEN and the provision that needs to be in place. EHC plans usually involve the Local Authority providing extra resources to help your child. These could include funding for additional staffing, resources, interventions, therapies or attendance at a specialist provision. An EHCP is reviewed annually or sooner if required and would include parents, class teacher, SENCO, Local Authority representatives and other professionals as required.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- TESSA Autism
- TESSA Behaviour
- TESSA Sensory Servive (Vision or Hearing Impairment)
- TESSA EAL (English as an Additional Language)
- TESSA EPaLSS (Learning Support Service)
- TESSA Traveller Support
- Educational Psychologist
- Barnardos
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- The Bridge Centre
- The Children's Disability Service
- Occupational Therapy
- Speech & Language Therapy
- Developmental Paediatrics
- School Nurse
- Portage support

11. Are the staff who support children with SEN and Disabilities (SEND), provided with appropriate training?

Different members of staff have received training related to SEN and Disabilities. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support children who speak English as an additional language.
- How to support children with specific leaning difficulties such as Dyslexia or Dyscalculia.
- How to support pupils with social and emotional needs.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support children with sensory needs
- Using Makaton sign language

Mrs McGovern has gained the following SEN qualifications;

- National Award for Special Educational Needs Co-ordination (2012)
- MA Education and Inclusion (2014)
- Autism in Schools Trainer (2023)
- Senior Mental Health Lead (2025)
- SEND Law training (2026)

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

Activities and school trips are available to all children as long as safety can be ensured. Risk assessments are carried out and procedures are put in place to enable all children to participate.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into the infant building to make the building accessible to all.
- 2 toilets (1 in each building) adapted for disabled users.
- wide doors in some parts of the building.

14. How will the school prepare and support my child when joining Sutton Oak C.E. Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Pupils attending a transition session where they spend some time with their new class teacher.
- Additional visits are arranged for pupils who need extra time in their new school.
- EYFS staff, Mrs McGovern and/or Mrs Bradshaw are always willing to meet parents/carers prior to their child joining the school.
- EYFS staff and/or SENDCO liaise with SENDCOs/professionals from Nurseries when children are moving into our school
- Y6 staff and SENDCO liaise with the SENDCOs from the secondary schools to pass on information regarding SEN pupils.

15. What if my child needs transport to and from school?

We do not provide transport for children travelling to or from school.

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

Provision is reviewed at least each term for children on the SEN register. In-class provision is managed by the class teacher. Additional interventions are implemented in consultation with class teacher, SENDCO, Pastoral Team and Senior Leadership Team dependent upon need. Decisions are based upon termly tracking of pupil progress, other available data and as a result of assessments by outside agencies.

Funding can be requested from the Local Authority for children who have an EHCP. This funding could mean additional adult support or resources, depending upon the content of the plan.

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

At Sutton Oak, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in important decisions regarding your child's education and you are actively encouraged to contribute your opinions. This may be through:

- discussions with the class teacher
- sharing of any support plans
- Parents' evenings
- discussions with the SENDCO or other professionals
- EHCP review meetings if applicable

18. Who can I contact for further information?

Please speak to the class teacher in the first instance.

• General information relating to SEND can be found on the school website, including within the SEND policy.

• Further information is available from the SENDCo, Mrs McGovern or Headteacher.

• The school has a complaints policy, which is available on the policy page of the school website.

• You may also wish to visit the following websites:

Council for disabled children. A briefing on the Local Offer
https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/local%2520offer.pdf

St.Helens SEND Information Hub

Special Educational Needs and Disability - St Helens Borough Council

SEND Code of practice

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

If you wish to discuss your child's educational needs or existing provision please speak to your child's class teacher as a first step. You can also contact the school office on 01744 678690 to arrange a meeting with Mrs McGovern.

Hopefully, this document has answered any queries you may have, please contact the school if you have further questions.

Further information regarding the SEN policy can be found on the school website www.suttonoak.co.uk