



Special Educational Needs and Disabilities Information Report

The Oldershaw School

Due regard has been given to the following legislation and guidance:

- Equalities Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)

Under the SEND Code of Practice, all schools have a duty to publish a special educational needs and disabilities (SEND) information report. This report should be considered in conjunction with the School's Special Educational Needs and Disabilities Policy.

Should you wish to clarify any information contained in this report, or require further details, please do not hesitate to contact Mr Edward Colwell, Vice Principal for Inclusion (SENDSCO), via the School Office on 0151 638 2800.

Approved by:	Executive Headteacher	Date: September 2024
Policy owner:	Vice Principal – Inclusion	
Last reviewed:	September 2024	Next review due: September 2025

<p>How does The Oldershaw School know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>All staff at The Oldershaw School recognise that early intervention is key to supporting children with special educational needs and disabilities (SEND) therefore staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents / carers, healthcare providers, specialist support agencies and primary schools prior to the child joining the School.</p> <p>The Oldershaw School has close and well-established links with a number of primary schools in the local area and younger pupils are regularly invited into the School for primary liaison events to build their confidence in a secondary school environment. The Vice Principal for Inclusion is in contact with SENDCOs in primary schools on an ongoing basis and will attend meetings during the Summer Term of Year 6 for pupils with SEND transitioning to Oldershaw.</p> <p>If you think that your child may have a special educational need or disability, please contact Mr Colwell, via the School office on 0151 638 2800, in order to discuss your child's needs in further detail.</p>
<p>How will The Oldershaw School prepare and support my child when joining the School or transferring to a new school?</p>	<p>We recognise and understand that for children with SEND and their parents, transition to secondary school may present unique challenges and anxieties. With this in mind, the Year 7 Progress Leader and Vice Principal for Inclusion work closely with primary colleagues to share key information and strategies for children with SEND.</p> <p>All primary schools are visited during the Summer Term before transition and a number of information-sharing meetings attended, including Wirral's SENDCO-SENDCO SEND Transition Meeting.</p>

Where appropriate, the School works with primary SENDCOs and teaching staff, parents/carers and children to identify specific pre-transition support required. This can include individualised tours / visits to the School, 'taster' lessons and introductions to key staff in order to facilitate a smooth transition to Year 7. We work with primary schools and offer an 'enhanced transition' experience for students they identify as needing additional experiences prior to the year 7 transition day.

If a pupil with SEND is moving to another school, we will contact the SENDCO to ensure that they have information about the pupil's needs and how best to support their learning.

Where a pupil is moving to a further education provider for post-16 provision, the SENDCO will liaise with relevant staff at the provider to support a successful transition.

How will The Oldershaw School staff support my child?

The Oldershaw School is an inclusive school and we support children with a wide range of needs. Quality First Teaching (QFT) for all pupils, including those with SEND, is a priority for the School and all teaching staff differentiate their lessons to meet individual needs.

Support is personalised according to individual pupil needs and follows a person-centred approach, where the wishes of the child and their parents / carers are central to the planning and provision of support.

The support offered to pupils includes:

- Literacy interventions such as phonics teaching, supported reading and paired reading.
- Numeracy support.
- Social skills interventions
- Nurture Groups in Years 7 – 11.

- Sycamore 'base provision' groups in years 7, 8 and 10
- Emotional wellbeing support such as anxiety management.
- Counselling service
- Keyworker support for individual pupils.
- Homework Club
- Break & Lunch Clubs
- Exam access arrangements
- Specialised equipment e.g. writing slopes, pen grips, laptops, coloured overlays.
- A range of additional 5 week interventions programmes

Support is determined by the needs of individual pupils so varies significantly according to the pupil population.

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

All students have equal access to the curriculum including the National Curriculum, which is modified where necessary to meet students' needs. Differentiation of the work occurs as appropriate. Access to educational activities would only be modified if it was likely to be prejudicial to the student's health, safety or wellbeing; this is avoided if possible.

The Oldershaw School is funded by Wirral Local Authority to deliver a Resourced Provision Base. The Resourced Base at Oldershaw is designed to meet the needs of students who have an Education, Health and Care Plan (formerly a Statement of SEN) for Moderate Learning Difficulties. Specifically, it includes those students who currently are not able to adapt to the demands of the whole school curriculum and require small group and specialist teaching for part of the curriculum.

Placement in the MLD Resourced Provision is determined by the Local Authority SEND Team, not The Oldershaw School. The MLD Resourced

Provision is very popular and pupils must already have an EHCP prior to joining the School and parental preference for the MLD Resourced Provision expressed during Year 5/6 EHCP Annual Reviews.

Where a child's EHCP states MLD Base provision, the child will follow a differentiated curriculum, relevant to their key stage, delivered by specialist teaching staff and supported in some lessons by a Teaching Assistant (TA) in the classroom. The School has a suite of classrooms available for pupils in the MLD Base to build continuity and security of a familiar environment. Where subjects require specific equipment or resources such as Science or Design Technology, pupils are taught as discrete groups within departments.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

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

Pupil progress is reported to parents / carers in a number of ways:

- Termly progress reports to parents.
- Annual reports which comment on progress and areas for improvement.
- Parents' Evenings
- Regular communication between teaching staff and progress leaders / assistant progress leaders and parents / carers according to concerns.
- Through the Arbor App

Parents and carers will be advised through progress reports as to how they can support a child's learning at home.

Where a pupil has an Education, Health and Care Plan (EHCP) or Individual Pupil Funding Agreement (IPFA), children, parents / carers, relevant professionals, the

	<p>Local Authority and the Vice Principal - Inclusion will collaborate as part of the statutory Annual Review process.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>The Oldershaw School offers a robust, highly effective pastoral system to support the wellbeing and emotional development of our pupils.</p> <p>Each pupil is a member of a form group, overseen by a Form Teacher; pupils meet with their Form Teacher each morning and afternoon and are supported to ensure they are 'ready to learn' such as equipment, uniform and any pastoral concerns. All forms follow a structured PSHE (Personal, Social, Health and Economic education) programme, including RSE, to support overall wellbeing.</p> <p>Each year group is overseen by a Progress Leader and Assistant Progress Leader:</p> <ul style="list-style-type: none"> - Year 7: Mr Kivi and Ms Rogers - Year 8: Miss Campbell and Miss Jones - Year 9: Miss Knott and Mr Morris - Year 10: Ms Morgan and Miss Waring - Year 11: Ms Smyth and Mrs Milward - Head of Sixth Form: Mr Routledge <p>In addition to leading the Form Teacher team, Progress Leaders and Assistant Progress Leaders address pastoral issues and oversee the academic progress of the Year Group. The SENCO works closely with the pastoral team to discuss progress and wellbeing concerns.</p>
<p>What specialist services and expertise are available at The Oldershaw School?</p>	<p>The School continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and develop inclusive practice. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.</p>

The School works with a range of agencies, dependent on the changing needs of the pupil population, including:

- Hearing Support
- Vision Support
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatrics Team (Wirral University Teaching Hospitals)
- ADHD Specialist Nurses
- Multi-Systemic Therapy Team – Social Care

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

We keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The School recognises the importance of ensuring that staff are provided with relevant training in order to provide Quality First Teaching for all pupils, including those with SEND. Therefore, the Vice Principal – Inclusion liaises with a range of professionals to provide specialist training from outside organisations, such as the Educational Psychology Team, Wirral Sensory Service (for pupils with hearing and / or visual impairments) and the ADHD Foundation.

As required by the SEND Code of Practice, the Vice Principal – Inclusion is working toward completing the National Award for SEND Coordination. Mr Colwell also holds a Masters in Educational Leadership and Policy.

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All pupils attending The Oldershaw School are offered a wide range of extra-curricular events, which are accessible to pupils with SEND. There are a range of daily lunchtime activity clubs and after-school activities, including some which offer specific support for vulnerable learners and pupils with SEND.</p> <p>We are committed to making reasonable adjustments to ensure participation for all, so please contact the relevant staff member to discuss specific requirements.</p>
<p>How accessible is The Oldershaw School environment?</p>	<p>The Oldershaw School building complies with the appropriate building regulations and with all relevant accessibility requirements:</p> <ul style="list-style-type: none"> - The building has lifts, ramps and double doors. - The Valkyrie Road entrance has a wheelchair height section. - All additions to the existing building are fully DDA compliant. - There are accessible toilets available in a number of sites across the school building and sports hall. <p>Where required, the School works with Occupational Therapy Services to develop accessibility plans and Personal Evacuation and Escape Plans (PEEPs).</p>
<p>How are school resources allocated and matched to children's special educational needs?</p>	<p>All pupils with SEND will have access to Element 1 and 2 of the School's notional budget which equates to £6,000; the notional budget is utilised to fund resources, staffing, external agency support and specialist equipment.</p> <p>Some pupils with the most complex SEND may access additional funding from the Local Authority, either through a Tier 3 funding agreement or EHCP. This is accessed through the School demonstrating to the Local Authority that the student's needs exceed the Element 2 funding.</p>

	<p>Where meeting a pupil's needs exceeds the £6000 threshold, the Vice Principal – Inclusion, in consultation with the pupil and their parents / carers, will make the relevant application (for either Tier 3 funding or EHCP) to the Local Authority for assessment. Parents / carers, healthcare professionals or social care are also able to make a request for assessment. A multi-disciplinary Inclusion Panel will then consider the evidence presented and will determine whether the level and complexity of need meets the threshold for this funding.</p>
<p>How is the decision made about how much support my child will receive?</p>	<p>It is the responsibility of the Executive Headteacher, Headteacher, Vice Principal for Inclusion and School Trustees to agree how the allocation of resources is used and deployed in order to ensure that pupils with SEND make at least expected progress and meet individualised outcomes.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>The Oldershaw School believes that a close working relationship with parents and carers is vital to provide the best possible outcomes for each child.</p> <p>The Learning Centre Team may signpost parents/carers of pupils with SEND to additional support services as necessary.</p> <p>If an assessment or referral indicates that a pupil has additional learning needs, parents / carers and the pupil will always be consulted with regards to future provision. Parents / carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.</p>

Which children are added to the schools SEN register?

The school holds a register of children who are receiving SEN support or SEN monitoring on its SEN register. Children are added to the SEN support register if they need additional intervention that goes above and beyond the school's universal provision. A child may be moved to the SEN monitoring register prior to this, or following successful intervention. A student may move from the SEN support register to our SEN monitoring register or vice versa. The SEN register is updated regularly throughout the year to ensure the right level of support is provided for our SEN students.

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

The School's Vice Principal - Inclusion is Mr Colwell and the School's SEND Trustee is Ms Stacia Anderson. To contact either Mr Colwell or Ms Anderson, please ring the School's office on 0151 638 2800.

Further information about how to support a child with SEND can be found at Wirral's Local Offer: www.localofferiwrral.org

