

Acre View Primary School SEN Information Report 2024-25

Acre View Primary School (Part of West Kirby Educational Trust)

286, Southport Road, Lydiate, Liverpool, L63 4EQ,

Email: schooloffice@acre-view.co.uk

Website: www.acre-view.co.uk

Age range, gender and specialist provision: 5 -11 mixed gender

Acre View Primary School offers specialist provision for children who have an EHCP or Statement of SEN with Autistic Spectrum Condition and communication and interaction difficulties. This can be co-occurring with other conditions such as ADHD, ADD, OCD, demand avoidant profile, speech and language difficulties, sensory processing difficulties, attachment difficulties and other anxiety related conditions. Due to the vast range of specialisms present in the staff team a wide range of cognitive ability and need can be catered for. However, the school is not suitable for PMLD (Non-ambulant) or severe learning difficulties (SLD).

The on-site provision includes Education, Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Reading Support, School Nurse led Medical Team and a Pastoral Care

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications which enhances the level of expertise available within school. The staff are informed of the best practice to use with students with a specific learning difficulty with literacy and/or numeracy. Staff are experienced in working with young people with a demand avoidant profile and successfully employing appropriate strategies.

Capacity – 48 across Key Stage 1 and Key Stage 2

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The following questions may be of particular interest to parents and carers

1. How will I be involved in discussions about and planning for my child's education?
2. How will school staff support my child?
3. How will the curriculum be changed to match my child's needs?
4. What support will there be for my child's emotional health and well-being?
5. What specialist services and expertise are available to the school?
6. What training do staff have who support children with special educational needs and disabilities?
7. How will my child be included in activities outside the classroom including school trips?
8. How physically accessible is the school?
9. When my child leaves school what kinds of support will there be to prepare them for their next school placement?
10. How are the school's resources allocated and matched to my child's special educational needs?
11. In what ways are parents involved in the school?
12. Who can I contact for further information?

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

We encourage communication all pupils will have an Education, Health and Care Plan (EHCP). This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person-centred process so your views and that of your child are important for this to be successful.

For new pupils an Induction Review is held approximately 10 weeks after admission to which parents/ carers, the Local Authority and other professionals involved will be invited. This provides an opportunity to feedback the results of any assessments and discuss the level of support in place and progress being made. All pupils at AVPS have an Individual Education Plan (IEP), One Page Profile, and Risk Assessment. All IEPs are monitored by the SENCo to ensure targets are relevant and appropriate. Any proposed changes in provision or support will be discussed with parents and carers, key professionals and the Local Authority at the earliest opportunity.

We believe in working in partnership with parents/carers in order to achieve the best outcomes for children. Communication with parents and carers is regular, meaningful and individual. Class teachers and teaching assistants should be the main point of contact for day-to-day issues. The Home/ School Liaison Officer is always available to discuss any concerns.

Parent/Carer evenings are held regularly to discuss pupil progress. We also hold coffee mornings which are both informative and supportive. Parents and carers are always welcome to get in touch to discuss any area of their child's development or wellbeing.

2. How will school/college staff support my child?

Prior to starting at AVPS information about your child's needs and strengths are shared with key staff. This supports a smooth transition process. Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Class Teacher
- Teaching Assistants

If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Support Worker involved with your child. All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child please contact the SENCo.

We follow the National Curriculum, which is supported by the input from the other professionals in school. We recognise that for children to be in the right place for learning they need to have their other needs effectively met. The whole staff team work together to ensure the education received at AVPS is holistic, meaningful and provides the opportunity for children to have positive life choices.

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

AVPS offers a broad and balanced curriculum with a range of qualifications that enables all pupils to achieve. To complement the National Curriculum, we provide diverse enrichment and life skills activities. This is achieved through community links, wellbeing activities, student council, and discovery days within school. In year 6 children will have the opportunity to complete SATs exams.

Adaptive teaching is central to our philosophy at AVPS. During your child's placement at AVPS we build a profile of their educational and clinical needs, so that educational provision and clinical input is tailored to reflect their individual needs.

In devising a personalised programme for pupils, teachers have responsibility for ensuring that is well matched to pupils learning needs. All classes are supported by at least one full time TA to support with learning along with a wide range of on-site professionals to provide appropriate strategies and interventions. Additional in class, or individual, support is identified and provided where necessary.

4. What support will there be for my child's emotional health and well-being?

All staff at AVPS are committed to supporting positive emotional health and well-being for your child. In the first instance staff are friendly, helpful, kind and approachable. The school works hard to make sure it is a safe, welcoming and comfortable environment for your child to thrive in and feel listened to.

Wellbeing activities on a Friday afternoon and the other extra-curricular activities on offer in school provide opportunities for pupils to be successful, have positive experiences and build self-esteem.

All approaches are child centred – taking account of the child's perspective, views and feelings. Staff take time to build up positive relationships with pupils and their families. This means staff are more attuned to noticing or recognising when pupils require support.

If additional support is required in school from the other on-site professionals this can be put in place via the in-house referral system. SALT can provide specific work around emotional literacy;

Occupational Therapists can provide support in self-regulation and the Clinical Psychologist can provide advice to staff, parents and provide 1:1 sessions with pupils.

5. What specialist services and expertise are available at the school/college?

Within our school we have a wide range of experts that provide advice, direct input and therapy on a daily basis, these include:

- Specialist teachers
- Higher level teaching assistants
- Teaching Assistants
- Speech and Language Therapists
- Occupational Therapist
- Reading Support
- School Nurse
- Therapy Support Team
- Clinical Psychologist

- Home School Liaison Officer

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications that enhances the level of expertise available within school. If we need to look outside the school for advice we can contact a range of professionals from education, health, and social care departments, from your local authority.

If there are other professionals involved with your child, we will keep them informed of his/her progress and work closely with them throughout your child's time at AVPS. Any professional involved with your child will also be invited to attend his/her annual review.

6. What training do staff have who support children and young people with special educational needs?

Training requirements and access to suitable training is closely monitored at AVPS for all staff, to ensure that we maintain a broad skill base and keep up to date regarding new initiatives and developments.

Education and clinical staff also have access to regular internal training sessions which are delivered by existing school staff or visiting speakers or organisations. Staff are highly trained and have completed National Autistic Society training for Autism. Additionally, the school complies with the National Standards and Competency Frameworks of the Autism Education Trust which forms part of the schools overall Performance Management structure. Specialist Clinical Services including Occupational Therapists and Speech and Language Therapists are experts in their fields with professional training and qualifications.

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

AVPS offer a wide range of inclusive wider learning and enrichment activity opportunities outside of school. Pupils have full access to activities outside the classroom and school trips, in line with their individual risk assessments which are reviewed on a regular basis. Staff work with pupils where required to support them individually with preparation plans and adaptations. Whilst we encourage pupils to access external activities, alternative learning activities are always available within school. We have our own school vehicle for transporting pupils.

8. How accessible is the school/college

Our physical environment is adapted to address sensory needs and with visual aids for children and young people on the Autistic Spectrum. We are currently working towards our Autism Accreditation which involves the learning environment being adapted to meet the needs of people with Autism.

The school is wheelchair accessible with disabled toilets and changing facilities. There is a lift available to access the first-floor facilities. Classrooms, pupil areas and therapy suites are easily accessible. Visual and auditory support is available for pupils who require it.

9. When my child leaves school what kinds of support will there be to prepare them for their next school placement?

As your child moves through AVPS a number of meetings will be held to clarify future needs and appropriate transition to their next school. The SENCO works closely with families to identify the next appropriate step for pupils and support the transition process. This may include supporting with school visits and holding a transition meeting to explain to parents which options are available.

10. How are the school's resources allocated and matched to my child's special educational needs?

All pupils will have an Education, Health and Care Plan (EHCP). This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person-centred process so your views and that of your child are important for this to be successful. Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Class Teacher
- Teaching Assistant

If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Support Worker involved with your child.

All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child, please contact the SENCo. All pupils at AVPS experience high Quality First Teaching from an appropriately qualified

teacher; small class sizes across the school and the support from a teaching assistant based with the class (the amount and level of teaching assistant support is dependent on the individual need of the pupil).

Pupil Premium funding is allocated to support eligible pupils and their families by providing a range of enriching experiences and targeted assistance. Although the school does not receive Pupil Premium funding from the Local Authority, it has committed to creating its own equivalent fund from its internal budget.

11. In what ways are parents involved in the school and how can I be involved?

Good communication with parents and carers is central to pupil progress and well-being and school staff are always available to meet and discuss any issues. Throughout the year we have a number of social events, open evenings and meetings that parents and carers are encouraged to attend and contribute to. AVPS have an active Facebook page we update with pupil news and activities. Parents are encouraged to follow this is an opportunity to keep in touch with daily school activities. We also use class Dojo which allows individual classes to share information about each child's day with parents and carers. We will regularly ask you for feedback and your views through termly reports and an annual questionnaire in order to support your child's development as well as the wider school provision.

12. Who can I contact for further information?

The main point of contact should be the class teacher or teaching assistant to discuss your child.

Other people who you may need to contact are:

Mrs Wynne (Headteacher)

Ms Mullen (Deputy Headteacher)

Mr Storey (Designated Safeguarding Lead)

Ms Thompson (SENCO)

Email: schooloffice@acre-view.co.uk

Tel: 0151 317 3370

www.acre-view.co.uk

Accessibility Plan

Aims of the Accessibility Plan

This plan outlines how Acre View Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The School Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed where the school has undergone a refurbishment.

The accessibility audit

The School Board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum – the School Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the School Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the School Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the School Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.