



Greasby Infant School



SEND Information Report

2025-2026



(Updated November 2025)

Greasby Infant School is a welcoming and inclusive school. We strive to ensure that every child is fully involved in all aspects of learning and school life. Occasionally, some children may need extra support to meet their individual needs or enhance their learning. In close consultation with parents and carers, we consider a range of factors, including the child's academic progress, and may carry out additional assessments or implement targeted interventions by our teaching staff and other professionals to ensure that each child can access the full curriculum and thrive.

We actively collaborate with a variety of support services, including health professionals, to guarantee that children experience smooth transitions into school, as they progress through their education, and that they are supported by our committed team during any significant changes in their lives. Children who are learning English as an additional language are not classified as having SEND, but their learning requirements are taken into account and reflected in our local offer.

Our Information Report outlines the range of support and provision available to assist children when needed. This provision may be adjusted based on budget considerations and policy updates. The report is informed by the Children and Families Act 2014, the Single Equality Act 2010, and the SEN Code of Practice 2015. Families at Greasby Infant School are also supported through the Wirral Council's Local Offer, which provides information on services, support, and advice for children with special educational needs or disabilities in the area. It is also a useful resource for professionals to understand the support available for the children and young people they work with.

What is the Local Offer?

The *Children and Families Bill* became enacted during 2014. Local Authorities and schools are now required to publish and keep under review information about services they expect to be available for children with Special Educational Needs and/or Disability (SEND). 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 <http://www.localofferwirral.org/>

SEN Support at Greasby Infant School/Our School Offer

At Greasby Infant School we aim to promote early identification of children who have SEND in order to enable them to reach their potential. A child is deemed to have SEND if he/she has significantly greater difficulty in learning than the majority of children in their age group.

Class teachers work in partnership with parents, and where necessary other agencies, to ensure that children with SEND are provided with a carefully tailored education that will facilitate the best possible progress.

For more information about the School Offer from Greasby Infant School and how we can support your child please see the 'frequently asked questions' section below.

Frequently asked questions

How will you know if my son / daughter needs extra help?

Children in our school who need specific SEND support will be identified through regular observations and assessments completed by the class teacher and teaching assistants, in discussion with parents. The SENCO works alongside teaching staff, using our assessment data and tracking as an early identification indicator. We then structure our intervention programmes to support those children who are struggling to make progress, or children who demonstrate difficulty in their literacy and/or numeracy skills. We also conduct intervention to support other areas of development, for example social, emotional and mental health and communication and interaction.

What should I do if I think my son / daughter may have special educational needs?

If a parent has concerns about the progress their child is making, or another aspect of their education, usually this is first discussed with the class teacher who will listen to the concerns and give the parents advice on the school's processes. Further discussions may then take place with the school SENCO and/or Headteacher to identify specific needs and plan focused support for the child.

How will staff support my son / daughter person?

At Greasby Infant School we offer many different forms of additional provision. This can include additional in class support; additional out of class support; flexible grouping (including small group work); access to specific resources and mentoring; and access to a range of outside agencies. Additional provision is overseen by the Headteacher and school SENDCo and is designed to provide for each child's individual needs. Additional support is implemented by teachers and can be supported by

teaching assistants. For many children, desired outcomes will be connected to learning and will often be specifically linked with English and Maths. For other children, outcomes may be related to social interaction and communication, behavioural difficulties, mental health, physical or sensory issues. The intended outcomes will always depend on the needs of the individual child. 2 We may utilise outside agencies and professionals to support a child's specific needs. We will always ask your permission before we involve these professionals and will communicate our concerns along with the benefits of gaining extra advice.

Graduated Approach (Appendix A)

Quality First Teaching – Tier 1

Class teacher input via targeted classroom teaching, for your child, this would mean:

- The teacher has the highest possible expectations for your child and all children in their class;
- All teaching is based on building on what your child already knows, can do and can understand;
- Different ways of teaching are utilised so that your child is fully involved in learning in class. This may involve more practical learning or using technology e.g. iPads;
- Specific strategies (which may be advised by the SENCO or specialist agencies) are in place to support your child to learn;
- Your child's teacher will have monitored progress, identified gaps in learning and arranged extra support to help them progress.

Tier 2

This builds on Tier 1 plus includes specific programmes delivered within a smaller group of children. This group may:

- Take place inside or outside the classroom;
- Be implemented and led by a teacher, teaching assistant or specialist agency.

This provision is offered when a child is not making expected progress and is therefore falling behind their peers, or they may need an additional boost to help them exceed expectations. It may also be used to fill gaps in learning caused by absence due to ill health or when other barriers to learning have been identified. Children who receive this level of support may or may not already have been identified as having SEND.

For your child this would mean:

- He/she will engage in small group sessions with specific targets to help him/her make more progress in a specific area;
- A teaching assistant/teacher or outside professional (e.g. a Speech and Language Therapist) will work with a small group of children using the children's specific targets.

This will be documented on a Pupil Profile which will be reviewed termly.

Tier 3

This builds on Tier 1 and 2 plus includes increasingly individualised programmes, targeted at a smaller number of pupils in a small group or on a 1:1 basis.

This would mean:

- Your child may have been identified by the class teacher/SENCO/parent or carer as needing more specialist/targeted input in addition to quality first teaching and intervention groups;
- Your child's name will have been added to the School's SEND Register.
- You will be invited to attend meetings to discuss your child's progress and help plan future support;
- You may be asked for permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them in school and at home.

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 targets which include their specific expertise;
- A group run by school staff under the guidance of the outside professional e.g. a social skills group;
- Group or individual work planned by and run by the outside professional. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

Pupil progress meetings are held each term to discuss the progress of pupils with the Headteacher, Deputy Headteacher and/or Assistant Headteacher. In the light of these discussions further interventions may be put into place.

Tier 4

If your child is not making progress at Tier 3, as assessed during the Plan, Do, Review cycle, your child's class teacher or SENDCo may contact you to discuss applying for an Education Health and Care needs assessment. This application to the Local Authority can be made by either the school, or parents/carers. For more information on Education, Health and Care Plans, please see the SEND Local Offer website: <https://www.sendlowirral.co.uk/>

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

All teachers ensure excellent targeted classroom teaching called Quality First Teaching. This is where teachers plan for appropriately tailored activities across all subject areas. Teachers have high expectations of the children and base their teaching on prior knowledge and understanding, enabling children to build upon what they already know/are able to do. The curriculum and linked tasks/activities will be personalised to support the needs of pupils with SEND wherever necessary.

How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Regular communication can take place between school staff and parents on an informal basis as regularly as necessary. In addition we write an annual report and schedule formal parent-teacher meetings twice per year. For children with specific needs, more regular meetings are planned and a home-school diary used, if appropriate. Regular information updates are put on the school website to provide parents with an overview of the curriculum being taught that half term.

What support will there be for my son / daughter's overall well-being?

We provide a high degree of social and pastoral support for all our pupils, with all staff taking great pride in their knowledge and care of the children. This is consistently praised by parents who highly value the support they and their child is given. We have specific policies to support the administration of medicines and health care plans are drawn up to support specific pupils regarding medical conditions and/or personal care.

We also have school policies in place to support behaviour management and attendance, which are both a high priority for us at Greasby Infant School. We have a school council and pupils are able to put forward their own views and opinions on matters which they feel strongly about. All classes are represented on the school council including our youngest pupils in F2.

ELSA at Greasby Infant School

We pride ourselves on how we promote children's well-being and emotional health at Greasby Infant School. An ELSA in a school is an Emotional Literacy Support Assistant. Examples of support that our school ELSA can offer our children are based on social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Mrs C Butler is our designated and fully trained ELSA. Most commonly, children who will benefit directly from an ELSA cycle of support are identified by the class teacher, SLT or through parental request. 1: 1 ELSA cycles tend to last between 6 - 8 weeks, however this is very much dependent on the needs of each child. Once a child has completed their ELSA cycle, Mrs Butler continues to 'check in' with the child, family and teacher and if further support is needed, this can be put in place. Please find below a photograph of our ELSA room, dedicated to the children and families of Greasby Infant School.



What specialist services and expertise are available at or accessed by you?

Our school SENCO is highly qualified and experienced, holding the National SENCO qualification. After the class teacher, she would be the next person parents could contact to seek advice and support for their child. The school accesses a range of specialist services including:

- Educational Psychologists
- School Nurse
- Speech and language therapy (NHS)
- Educational Welfare Officer
- Social Services
- Local Authority EHCP Team
- Autism Social Communication Team (ASC)
- Pediatrician
- Children & Adult Mental Health Service (CAMHS)
- Vision and Hearing Support

What training are the staff supporting my son / daughter with SEND had or are having?

Our SENCO (Miss H Jones) is qualified in the award of Postgraduate Certificate in Special Educational Needs. All staff are familiar with the SEND code of practice and the implications this has for school. Staff are supported in arranging appropriate provision for SEND children, through the senior management team, the SENCO and where necessary outside agencies. Our teaching assistants are trained in delivering a range of specific intervention programmes that target children's individual needs.

How will my son / daughter be included in activities outside the classroom including school trips?

All our children have complete access to outside school visits and trips. Where one to one support is needed, staff are in place to ensure this is available. We are experienced in supporting pupils with a wide range of different needs and carefully consider how individual pupils may need to be supported in order to access external activities. Parents are invited to accompany the children on school trips where possible, and if they are unable to do so, advice regarding meeting specific pupil needs is sought and incorporated into the visit risk assessment.

How accessible is your setting / school / college environment?

Greasby Infant School is a single storey building and is fully accessible with the use of ramps. We have two disabled toilets and a medical room with shower facilities and an electric bed. The building is light and well ventilated, classrooms have suitable access through wide doors and the site is safe and secure. Interactive whiteboards and speakers enable all children to be actively involved in lessons which appeal to visual and auditory learning styles.

How will you prepare and support my son / daughter to join your setting / school / college, transfer to a new setting / school / college or the next stage of education and life?

Parents and children are welcome to make an appointment to visit Greasby Infant School to see what excellent provision we offer and whether you feel we can meet the needs of your child. Once a place has been confirmed we will contact your child's school to find out as much information as possible about your child. We may then arrange a multi-agency meeting prior to your child's start date in order to fully discuss your child's needs. Your child will be offered some transition visits and an opportunity to meet

their new class teacher and classmates. Often we find a short transition is most successful.

How are your resources allocated and matched to my son / daughter's needs?

Most of the resources used to meet your child's educational needs can be found in the classroom. Where a specific need is identified we will endeavour to meet the child's needs by sourcing the most appropriate resources. If school receives additional funding for a pupil with SEND, this may help to provide additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to monitor the support.

How is the decision made about what type and how much support my son / daughter will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and the SENCO. Typically this additional support continues to be provided from within the class but may be targeted at specific times. If evidence suggests that higher levels of support may be required we will contact the relevant outside agency for advice, in consultation with parents.

All children's progress is carefully monitored by the class teacher and the Headteacher. In partnership with parents, we agree on 'SMART' outcomes (specific, measurable, achievable, realistic and timed) that are reviewed regularly throughout the school year. We use this data to ensure that the support is having an impact upon the children's progression.

Who can I contact for further information?

The first point of contact will be the child's class teacher, who will be able to discuss issues and concerns, providing additional information as necessary. Usually an appointment is not necessary as the teacher is happy to discuss concerns before or after school. Appointments can be made to speak to the school SENCO, Key Stage 1 Leader, Deputy Headteacher or Headteacher via the school office.

When considering a school place for a child, an appointment can be made with the Headteacher for a tour of the school and an informal discussion.

Can staff get extra help from experts outside if they need to? (eg advice and training on medical conditions)

At Greasby Infant School we work in partnership with many outside agencies such as, Speech and Language Therapists, Occupational Health, Educational Psychologists, School Nurse and Family Support workers amongst others. Staff have the opportunity to attend additional training, when required, to enable them to support the SEND children within their class.

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

Information will be shared by the SENCO with the relevant staff to ensure the child's needs are met and understood. All staff members relevant to the child's development are invited to any multi agency meetings so that all stake holders are well informed and their opinions valued. The team at Greasby Infant School is committed to providing all the children within our care the best education possible and believe that when parents, pupils and staff work together in partnership this can be achieved.

Appendix A

Graduated Approach

