

# Spinney Avenue CE (controlled) Primary School

## A place of JOY and learning

This page is part of the Local Offer for Halton. Under the children and families bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called 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 professionals in understanding the range of services and provision in the local area.

### Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

<b>General School Details:</b>										
School Name:	Spinney Avenue Church of England Primary School									
School website address:	www.spinneyavenue.org.uk									
Type of school:	Primary									
Description of school:	<p>This school is similar in size to other primary schools. Almost all pupils are White British and speak English. The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is below average. The proportion of pupils known to be supported by the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after). At Spinney Avenue, this only includes pupils known to be eligible for free school meals. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school hold a large number of awards, most notably Artsmark Gold and Advanced Thinking School status</p>									
Does our school have a resource base?	No									
Number on roll:	205									
% of children at the school with SEND:	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">39%</td> <td>High Level need</td> <td style="text-align: right;">1%</td> </tr> <tr> <td></td> <td>Medium Level need</td> <td style="text-align: right;">18% ( incl. 9 PEPs)</td> </tr> <tr> <td></td> <td>Low Level need</td> <td style="text-align: right;">20%</td> </tr> </table>	39%	High Level need	1%		Medium Level need	18% ( incl. 9 PEPs)		Low Level need	20%
39%	High Level need	1%								
	Medium Level need	18% ( incl. 9 PEPs)								
	Low Level need	20%								
Date of last Ofsted:	March 2013									
Awards that the school holds:	Advanced Thinking School ( University of Exeter)									

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	Go4it Gold Science Mark ICT Mark Active Mark Artsmark Gold		
Accessibility information about the school:	<p><b>In compliance with Halton Borough Council's Access Policy Statement and the Customer Care Access Group Recommendations, Spinney Avenue CE Primary School is committed to:</b></p> <ul style="list-style-type: none"> <li>• Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required</li> <li>• Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration</li> <li>• Providing information on the services available in accessible formats, including large print, audiotape and Braille, at no extra cost to the customer, on request</li> <li>• Working to ensure that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment</li> <li>• Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met</li> <li>• Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community.</li> </ul>		
Expertise and training of school based staff about SEND. (CPD details)			
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints Procedure	Yes
<b>Range of Provision and inclusion information:</b>			
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> <li>• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting</li> <li>• If you tell us you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.</li> <li>• If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</li> <li>• We are child and family centred so you will be involved in all decision making about your child's support.</li> <li>• When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.</li> </ul>		

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	<ul style="list-style-type: none"> <li>We will determine the level of needs based on a range of factors including assessment data, observation parental views etc.</li> <li>We will write Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) with pupils and parents / carers.</li> <li>For children with complex needs we will complete documents as provided by the Local Authority.</li> <li>For children with low level needs we will use our class provision maps to identify support and interventions.</li> <li>We use homework to repeat and practise activities that are new and present an achievable challenge.</li> </ul>
What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<ul style="list-style-type: none"> <li>Teachers and support staff provide support for access to the curriculum for SEND pupils.</li> <li>Therapeutic Interventions are available from trained Support Staff.</li> <li>Additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties is sought from external specialists</li> <li>We have outreach support from local authority services and local special schools.</li> <li>We procure support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.</li> </ul>
How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.	<ul style="list-style-type: none"> <li>Specialist equipment to support the curriculum</li> <li>Access to ICT resources such as Ipad, IPod, laptop, visualiser</li> <li>Prompt and reminder cards for organisation</li> <li>Symbols and visual prompts</li> </ul>
What strategies / programmes /resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> <li>Intervention from speech and language therapist</li> <li>Delivery of personal speech and language programme</li> <li>Support from classroom assistant within class</li> <li>Support from SENDCO/specialist TA for small group or individual</li> <li>Range of language resources and programme materials</li> </ul>
Strategies to support the development of literacy (reading / writing)	<ul style="list-style-type: none"> <li>Small group support in class for guided reading / writing</li> <li>Individual daily reading with to teaching assistant / teacher</li> <li>reading schemes for 'struggling' readers</li> <li>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>Delivery of a planned SpLD programme by a skilled teaching assistant</li> </ul>
Strategies to support the development of numeracy	<ul style="list-style-type: none"> <li>Small group support in class through guided teaching</li> <li>Withdrawal in a small group for 'catch up' maths activities using specific programmes</li> <li>Withdrawal by teaching assistant for 1:1 support</li> <li>Use of specialist maths resources online for reinforcement</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>Personalised and differentiated curriculum</li> <li>Small group support in class from classroom assistant or teacher</li> <li>1:1 support in the classroom from teaching assistants to facilitate access through support or modified resources</li> <li>Specialist equipment</li> <li>Individual plans (educational, behaviour, therapeutic)</li> <li>Time spent in a year group more appropriate to the needs of the child</li> <li>School / year group provision mapping</li> <li>Strategies put into place as provided by professionals / specialist services / outreach</li> </ul>

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<p>How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Target setting</li> <li>• Individual education plan targets and review</li> <li>• Individual provision map</li> <li>• Individual pastoral support plans</li> <li>• CAF</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child / parents</li> </ul>
<p>Strategies / support to develop independent learning</p>	<ul style="list-style-type: none"> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Individual success criteria</li> <li>• Visual prompts</li> <li>• Therapeutic targets</li> </ul>
<p>Support / supervision at unstructured times of the day including personal care arrangements</p>	<ul style="list-style-type: none"> <li>• Individual pastoral support plans which specify break and lunchtime provision</li> <li>• Playtime buddy system</li> <li>• Auxiliary staff employed responsible for personal care for named pupils</li> </ul>
<p>Extended school provision available; before and after school, holidays etc</p>	<ul style="list-style-type: none"> <li>• We are able to signpost parents and carers to after school providers.</li> <li>• We offer a wide range of after school activity / sports clubs for pupils of different ages,</li> <li>• We offer a residential experiences to pupil in KS2</li> </ul>
<p>How we will support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?</p>	<ul style="list-style-type: none"> <li>• We will always ensure that activities arranged within our own grounds are accessible for all pupils.</li> <li>• We will attempt in all circumstances to ensure full inclusion can happen by working with the providing staff/companies</li> <li>• Where inclusion is not possible, we will arrange an alternative trip/excursion.</li> </ul>
<p>Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>• Planned support from teaching assistant</li> <li>• Meet and greet at start of day</li> <li>• Parental contact daily if appropriate</li> <li>• Parental contact session weekly</li> <li>• Referral to CAMHS</li> <li>• Therapeutic Intervention Plans (TIP)</li> <li>• Individual pastoral support plan</li> <li>• Family support Worker who works solely to ensure excellent practice in safeguarding and child/family welfare</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>• Use of the school's positive Behaviour Policy</li> <li>• Individual behaviour plans in place</li> <li>• Social skills / behaviour promoted throughout the curriculum</li> <li>• Daily behaviour record in some extreme cases</li> <li>• Time-out support</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual pastoral support plan</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time</li> <li>• Referral to PBS (Positive Behaviour Support Team)</li> </ul>
<p>How we support pupils in their transition into our school and when they leave us.</p>	<ul style="list-style-type: none"> <li>• Transition co-ordinator in school</li> <li>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Close links with Halton transition lead</li> <li>• Work with parent partnership</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHCE on managing and preparing for change</li> <li>• Programme of visits</li> <li>• Longer term links with secondary schools to increase familiarity</li> </ul>

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Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources</li> <li>• Delivery of planned intervention programme by skilled member of school staff.</li> <li>• Close liaison with medical staff where required</li> <li>• Staff training for managing particular medical needs</li> </ul>		
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> <li>• For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these.</li> <li>• We hold regular coffee mornings in school.</li> <li>• The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.</li> <li>• The school works closely with the local authorities IWST team and will support families through a CAF.</li> </ul>		
How additional funding for SEND is used within the school for individual pupils.	<ul style="list-style-type: none"> <li>• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment) The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.</li> <li>• If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.</li> </ul>		
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> <li>• Specific interventions</li> <li>• Additional staffing</li> <li>• Financial support to access residential trips</li> <li>• Mobile ICT equipment</li> </ul>		
<b>SENDCO name / contact</b>	Miss Clare Parkinson		
<b>Headteacher name / contact</b>	Mr J Cassell		
Completed by:	J Cassell	Date:	November 2016

Further information can be found via the following link:

<http://www.haltonchildrenstrust.co.uk/index.php/halton-local-offer-website-launched/>